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Focus: Educational Trends

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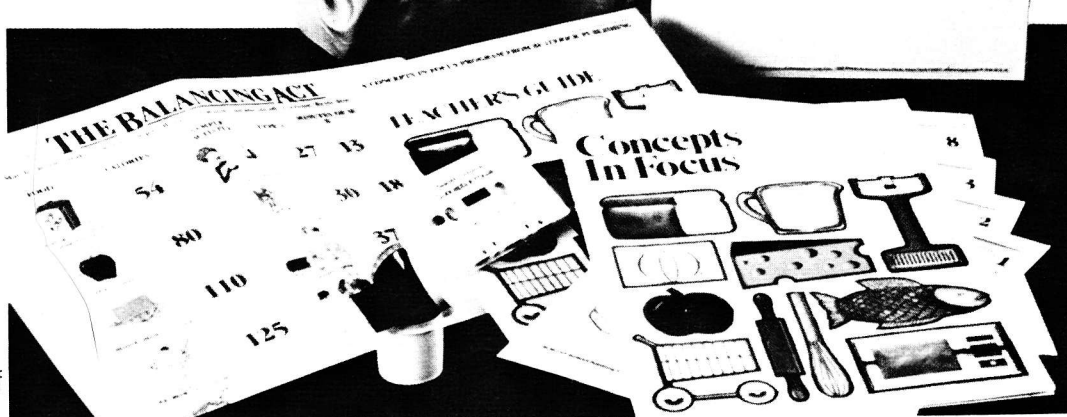
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Association

L'Association Canadienne
d'Economie Familiale

Dorothy MacKinnon

One of Canada's best known and most respected home economists, Dorothy Batcheller MacKinnon, died in Belleville, Ontario on April 6, 1981.

A graduate of the University of Toronto, she began her professional career working first for the Purity Bread Company and then for the Food Advisory Section of Agriculture Canada. She was best known, however, for her work with the Poultry Productions Institute and the Canadian Egg Marketing Board. At the time of her death, she was Consultant for both the Ontario Turkey and Ontario Egg Producers' Marketing Boards.

Canada's foremost expert on the preparation of poultry products of all kinds, she was the author of many cookbooks and pamphlets featuring these products. She had a vivid imagination and was never afraid to try something new. Although many of the recipes she developed over the years were unusual, she always had the ordinary person in mind and prided herself on the fact that her recipes were all "husband tested and approved".

Her husband, Don, was a keen supporter and often accompanied her when she travelled across the country attending exhibitions and conferences and appearing on radio and television. Her face and voice were familiar from coast-to-coast and she was most recently seen and heard in a series of television commercials promoting poultry products in Ontario.

Dorothy was a dedicated professional. She was a life member of CHEA and over the years served on various committees and as an Ontario Director. She was also a member of the Toronto Home Economics Association and was made an Honorary Life Member of THEA on the occasion of the 40th Anniversary meeting in 1978. Recently, Dorothy was instrumental in organizing a home economics association in her home town of Belleville. She took a particular interest in young home economists giving them her support and encouragement and an example to follow in their budding careers.

Photo by Linda Whyte. Courtesy Belleville Intelligencer



Dorothy was always busy. She always had too much to do and not enough time to do it in. No matter how busy she was, however, she was never too busy for her friends. Visitors were always welcome and she always found time for nice touches, such as fresh flowers in the guest room and special culinary delights in her kitchen. She loved to entertain and gave many memorable outdoor parties in her garden — serving barbecued turkey, of course!

Although Dorothy had many interests, she had a particular fondness for fishing. Once, when arriving at an annual CHEA convention in Halifax with a canoe on top of the car, she explained that she and Don just couldn't visit the Maritimes without going fishing. For years, Dorothy had an old wicker fishing creel as a mailbox on the front of her house until Canada Post decided that it

was not of an approved design and would not deliver mail unless she changed it!

Dorothy loved to travel, not only on business but also for pleasure. She visited many countries, the latest of which was Japan. While travelling, she enjoyed talking with people and learning about different cultures and lifestyles. Everywhere she went, people responded to her friendly, outgoing manner. Knowing Dorothy's enthusiasm for her country and for her career, it would not be surprising if many of the people she met in other countries are now using her "husband approved" Canadian poultry and egg recipes.

Dorothy was proud of her profession. She was a staunch supporter of home economics and all that it stands for. We have lost a professional, friend and colleague. We will miss her. ●



Eileen Iwanicki

The Quinte Home Economics Association is planning a memorial lecture in honor of Dorothy Batcheller MacKinnon and is interested in receiving input from interested individuals and groups. Enquiries may be directed to Shirley Babbitt, R.R. #1, Belleville, Ontario K8N 4Z1 (613-962-6225).

Professional growth in the 80's means that we must confront issues. In some instances, such as our position paper on adolescent pregnancies published in this issue of the *CHEJ*, we consciously develop a well researched and carefully thought out stance. The subject is normally a recognized societal problem and our response springs from both our aim of improving home and family life in Canada and what we feel in our professional opinion should be done by government, agencies, research funding bodies, education, etc. in regard to this particular societal problem.

But other issues are brought to CHEA and to our affiliate organizations regularly and often we must react promptly. *Operation Alert* for example brings members' individual concerns to the executive each month for action. Other issues appear suddenly and swift reaction by the association is expected.

It is the latter kind of action that we take as an organization that should give us some cause for contemplation. I suggest that as professionals we may need some internal consciousness raising and even some education on the art of responding effectively to the wide variety of issues we face. As a professional body we must develop some mechanism for quickly obtaining mature and expert advice from within and without our organization and some carefully thought out strategy that can be put into immediate action when required. Your board will be discussing this matter in July.

It appears that there is no set formula (similar to the one we have in our policy and procedures handbook for follow up on position papers) which suggests the most appropriate response to a particular issue. In some cases the executive lunch works well; for others a firm telephone call or a prompt letter with a well directed sense of humor could be the approach that gets results. Other situations may require a direct approach to government.

In a profession composed largely of women who for the most part have only recently used the terms networking, mentoring and lobbying comfortably, we are sometimes (probably appropriately) accused of overreacting to issues. Perhaps we need to add to our own list of consciousness raising and to our business and professional skills the art of appropriate and varied response to happenings, issues, and even crises. For if we are to get the results and respect we want as individuals and as a professional organization we must act appropriately and react with confidence and calmness. Indeed developing sophistication in the art of appropriate response could be a major challenge to our professional growth in the 80's. ●

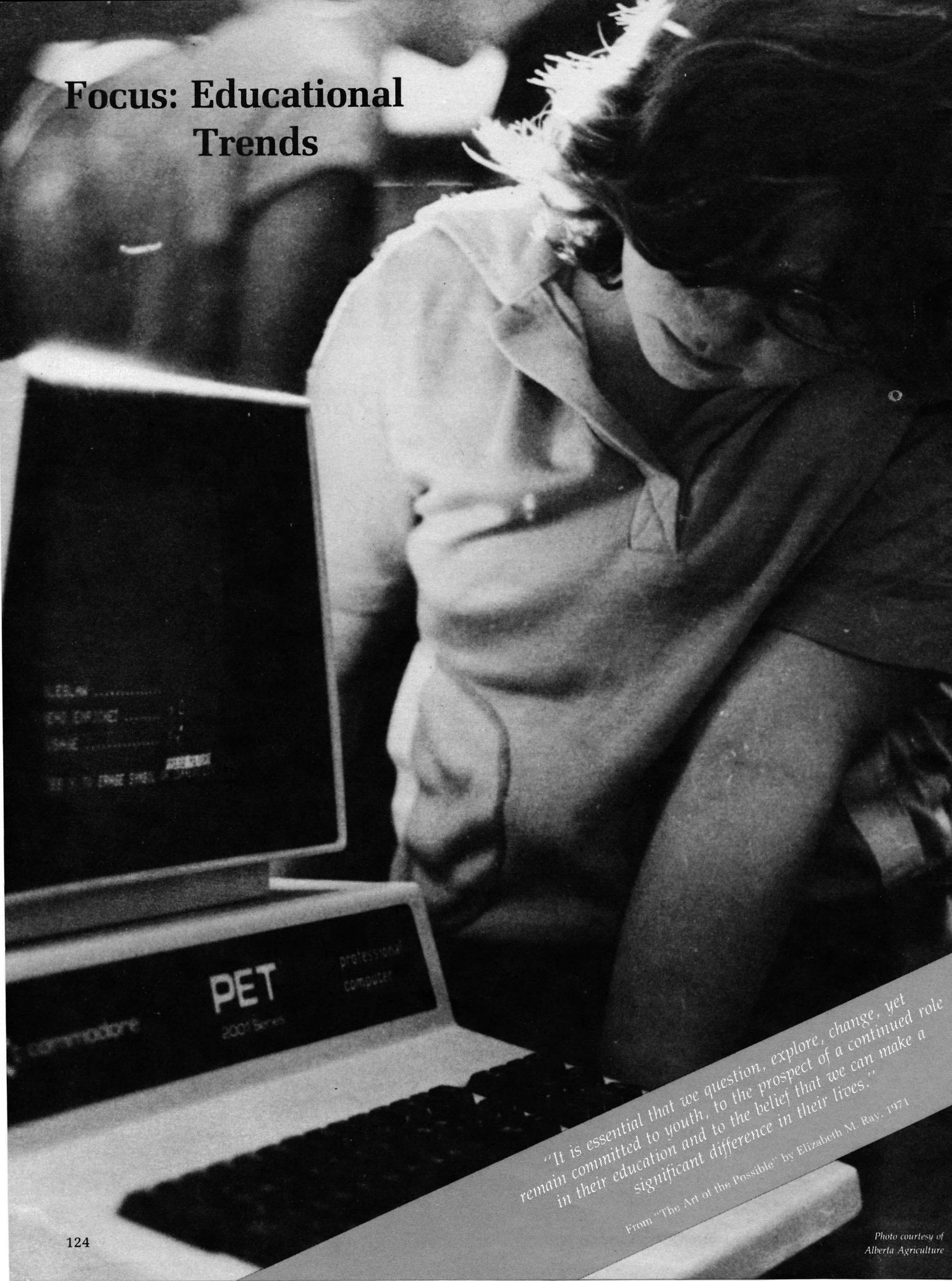
President's Message

Our Professional Response to Issues of the 80's



May Masker

Focus: Educational Trends



"It is essential that we question, explore, change, yet remain committed to youth, to the prospect of a continued role in their education and to the belief that we can make a significant difference in their lives."

From "The Art of the Possible" by Elizabeth M. Ray, 1971



Education for Living

Florence Swan

Guest Editor

Reflecting upon a somewhat diversified career, I hesitated to categorize home economics education under a single rubric. Essentially it remains education for living since, through research and application, our philosophy and training embrace all facets of everyday concerns.

With the current paucity of teaching positions, home economics education graduates will be seeking other opportunities related to their excellent basic training. They must sell themselves as professionals capable of assuming responsibility in careers, including teaching, which utilize their interests and abilities. This demands continuing education through workshops, specialty courses, and post-baccalaureate programs.

Inextricably related is the requirement for ongoing revision of home economics education curricula, sufficient faculty, and relevant graduate programs if we are to produce adequate numbers of specialized personnel.

We are aware of the desperate need for competent persons in the helping professions. Social, scientific, and economic upheaval are manifested in escalating inflation; conservation measures; aboriginal rights; correctional education; third-world responsibilities; teacher burn-out; the women's movement; family-structure changes; single parents; the "battering" syndrome; information explosion; sophisticated electronic media; and teenage pregnancies, drugs, and bewilderment. Can you visualize yourself as a professional helping in any of these areas?

Another requisite for maintaining credibility involves cooperation with professionals in related fields: family and child services; textile and nutrition research; business, industry and government; housing, environmental and consumer agencies; and with secondary and post-secondary faculty teaching related subject areas or disciplines. Cooperation will demonstrate our capability of supplying needed services wherever individual competencies lie.

Support of young members is needed in our regional and national associations, to help project the enthusiasm necessary for definition and implementation of our common goals. But every one of us must develop our potential for adapting to new situations. In this troubled decade all home economics educators, secondary teachers and new graduates must be prepared to do just this.

The Home Economist: Action and Service for Education*

Eleanore Vaines

Abstract

Professional home economists achieve the mission or goal of their field through rational action. Action is a mental process which is based on examination of principles appropriate to a particular situation, and further, is a response to both external and internal stimuli. This is a contrast to behaviour which is predictable and involuntary. Three systems of action are proposed as a means to facilitate the services of home economists: 1) instrumental, 2) communicative and 3) emancipatory actions. Each is appropriate to certain situations and people and facilitates action and service for education.

Abrégé

L'économiste: actions et services éducatifs

Les économistes professionnels réalisent la mission ou le but de leur discipline par l'action rationnelle. L'action est un processus mental basé sur l'examen de principes s'appliquant à une situation déterminée et, en outre, c'est une réaction aux stimuli à la fois internes et externes. Ceci est en contraste avec un comportement prévisible et involontaire. Trois systèmes d'action sont proposés dans le but de faciliter les services des économistes: 1) instrumentale, 2) communicatif et 3) actions émancipatrices. Chacun s'applique à des situations et des personnes déterminées et facilite les actions et les services éducatifs.

As home economists whose principle service to society is to educate individuals and families, we need to realize that we do not always have to convey information or teach a technique. It can also be important to facilitate experiences which confirm that all people are important and merit active respect. The mark of a successful educator may not be their persuasive abilities but their ability to engage in dialogue with people.

Eleanore Vaines has been a member of the faculty of the School of Home Economics at the University of British Columbia since 1964. She has a B.S. from the University of Washington; M.S. from Cornell and a Ph.D. from Michigan State University. Her teaching and research are concerned with Professional Development and she is presently the chairman of the Canadian Home Economics Association's Professional Development Committee.

The purpose of this paper is to discuss action, service and education as they relate to home economics. As a result of this discussion it is hoped that home economists will be inspired to critically re-examine their professional actions and service.

The Home Economics Profession

After studying a number of occupations Greenwood (1966) identified five distinguishing aspects of a profession: (1) a systematic body of theory, (2) authority, (3) community sanction, (4) an ethical code, and (5) a culture. While some professions possess more than others of these qualities, medical doctors, for example, have more community sanction than home economists, all professions have these five characteristics to some degree (Kieren, Vaines, & Badir, 1980, pp. 3-13).

Home economics has, in addition, qualities which it shares with other human service fields (Brown & Paolucci, 1979, p. 6). For example, most human service fields have a stated or implied mission or goal. A statement of goals assists professionals within the field as a guide to tell them what to do. It also serves as a means of com-

municating the services of the field to others. The most recent statement of the mission of home economics says that the responsibilities of home economists are:

To enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them. (Brown & Paolucci, 1979, p. 23)

Thus home economics as one of the human service fields is mission oriented and seeks to provide services which will benefit society. This is closely related to another aspect of human service fields: The interaction between theory and practice. In fields which are technically oriented, such as engineering and chemistry, the stress is on acquiring theoretical

*This article has been influenced by the teachings and writings of Marjorie Brown and Beatrice Paolucci and my debt to them is gratefully acknowledged.

knowledge, while in home economics and other human service fields, the stress is on using theoretical knowledge for practical purposes; for taking thoughtful action in a particular situation. These include the practical problems of individuals and families and the field's own practical problems of how to best help people solve their practical problems (Brown & Paolucci, 1979, pp. 24; 23-26).

Practical problems have certain characteristics that differ from those of theoretical problems: they arise in a particular situation, the intent is to find a solution to this unique situation not to gather generalized knowledge, and the solution is effected only when some appropriate action is taken . . . The services to be provided by home economists relate to this description of practical problems. (Kieren, Vaines, & Badir, 1980, p. 20)

An important dimension of practical problems is that they involve value-ethical concerns because what is considered valuable or desirable enters into the judgements made by the home economists regarding what alternatives should be taken. These alternatives and the final choice from among them affect peoples lives. So the services which home economists provide need to be morally defensible.

Another characteristic of home economics is its unique synthesis of different areas of knowledge. Home economists focus first on the receiver of the services and then draw from many disciplines the knowledge needed to help in a particular situation. Thus they are able to help a family with problems involving, for example, nutrition, management of human and material resources, communication and family relationships. The variety of knowledge required to assist people in solving their problems precludes relying on technical formulas or recipes as the basis of service. This leads to a further characteristic, which distinguishes home economics from other service disciplines — the way it has conceptualized family as environment (e.g., family studies, human development, family resource management) and family in the environment (foods, nutrition, clothing, textiles, housing and applied design). Such a synthesis is the problem orientation of home economics.

In sum, home economics is unique in its bringing together of interrelated

subject matter, mission, services and its history which, over time, have culminated to bring the field to its contemporary state. It has evolved as a profession and area of study with a stated purpose which is in the process of maturation.

Home economists need to understand the many dimensions of the field and how these integrate as a whole.

Further, each home economist needs to understand the relationship between his or her particular place in the field and that of others in home economics. Thus to fulfill their multifaceted roles, home economists synthesize knowledge and processes from a variety of areas. What follows are some from which a home economist draws.

The Theoretical Base of Home Economics

Theories consist of categorizing information in a particular way and of postulating patterns among the categories. There are four modes of theorizing, each with its own intellectual tradition. Home economics uses all four types, each serving a different function in fulfilling the mission of the field. The four types are analytical-empirical, interpretive, critical and normative.

Analytical-empirical Theory. Analytical-empirical theory is based on experience, observation or experimentation and its function is to explain why certain cause-effect relationships are true. On the basis of the theory, hypotheses are formulated and tested in order to provide us with a clearer understanding of some phenomenon (Brown & Paolucci, 1979, p. 38). "To produce universal generalizations explanatory in nature, to predict, to control," is the aim of the analytic-empirical perspective (Brown & Paolucci, 1979, p. 41).

Interpretive Theory. The function of interpretive theory is to say what reasons underlie communicative action on the part of groups and individuals. The idea is to interpret the motives or purposes of the actors rather than to impose the scientist's preconceived ideas. The results are descriptive and help us understand the everyday world and the context of practical problems better (Brown & Paolucci, 1979, pp. 38; 43-45). The aim is "To understand meaning(s) in symbolic interaction" (Brown & Paolucci, 1979, p. 41).

Critical Theory. A third type is critical theory. It functions to clarify the meaning of concepts. Critical theory uses analytical-empirical and interpretive theory while adding a third dimension, the rules of grammar and logic. The aim is "To enlighten, to build communicative competence, to free from inner compulsion and unnecessary social control" (Brown & Paolucci, 1979, p. 41).

Normative Theory. Normative theory consists of interrelated propositions that prescribe the means of attaining certain goals. The goals are determined by the values upon which the theory is based and the acceptance of these values is assumed. Normative theory may be used in an attempt to provide a systematic course of action for the solution of a social problem. It is not a scientific theory but selects principles from scientific theories and re-formulates them in a value-and-action framework. Its function, therefore, is to use reason to justify a view of how people should conduct themselves. The aim of normative theory is the same as for critical theory (Brown & Paolucci, 1979, pp. 39; 41; 45-50).

These four theories which are used in home economics, usually in some combination, are the bases for the three systems of action: instrumental, communicative and emancipatory. The three systems of action are of importance to home economists and will be discussed in detail below. But first a more general discussion of action is needed.

Action

When home economists are confronted with a practical problem there are a number of things they usually do before they take some form of concrete action. These activities do not necessarily have a fixed pattern. Nor is one activity necessarily completed before another begins.

The home economist starts with defining the problem and formulating goals. This is done through reflective communication with the client. The characteristics of the person, the context and the short-term and long-term consequences are all important dimensions at this stage. Once goals have been clarified, they may be refined again. But if the steps are in sequence, the home economist will next identify the means by which the goals will be reached. This aspect focuses on the "how" problems: Given the goal, what are the ways in which it

can be achieved? It must be given thoughtful consideration to avoid creating further problems.

While technology would enable him/her to know **how** to do something, judging **what** to do involves knowledge of a different kind . . .

What to do in a particular situation depends in part on recognizing those elements and conditions. The professional, therefore, must master a background of theoretical knowledge as well as technique. There must be the ability and the will to organize and use this knowledge independently, adaptively, and critically (such criticism including judgement of moral defensibility) in relating theory and practice. (Brown & Paolucci, 1979, p. 7)

This kind of professional action requires complex reasoning processes because so many variables must be considered. The end of such deliberation is the clarification of **what** is best to do and **how** it can best be done in ethical ways. Thus **action** is the concrete response to an array of mental processes.

Behaviour and Action. To further discuss the meaning of action, service and education in relation to home economics, we must distinguish between behaviour and action. Behaviour refers to an involuntary, predictable response to an external stimuli. A habit is an example of a behaviour. Our responses when driving a car are usually habitual. But if we drive a different car or have an accident or if road conditions require responses which are not habitual then we take *action*.

Actions, unlike behaviours, involve a person's thought and conscious reasoning. They are voluntary responses to stimuli which have been critically examined before the response is made. So action is a specific outcome of reflection about a particular situation. To elaborate, action is a mental process culminating in a response to both external and internal stimuli mediated through reason and based on the examination of principles appropriate to a set of certain circumstances (Brown & Paolucci, 1979, pp. 21-23).

So given the practical nature of home economics, action is an important aspect of the services which home economists provide. The individual and family in defining their unique practical problem and the home econ-

omist in facilitating a resolution both take action. A basic framework for devising action is composed of the three systems of action which have already been identified. To understand these systems of action is, therefore, important for both the professional and the people for whom the services are being provided. What follows is a more detailed discussion to bring these ideas together.

Systems of Action

Presently, a number of terms are being used to describe each system of action. These are included in parenthesis. Summaries of each follow.

Instrumental Systems of Action. (Purposive, rational action; control theory) (See Brown & Paolucci, 1979; Molnar & Zahorick, 1977, pp. 1-7).

Instrumental systems of action are grounded in analytic-empirical theory. When appropriately used, instrumental systems of action are employed to secure the basic necessities of life, such as food, clothing, and shelter as well as some social ends. Income tax, mass production and traffic rules are justified on the grounds that they are instrumental systems of action which further the social good. Instrumental systems of action are typically rule-oriented with unexamined means and ends, and the participants are directed by authority. Because of these characteristics, they can be sources of oppression. In addition, there is the possibility that people themselves will be used as instruments (i.e., objects) for the good of others. It has been associated with the emergence and dominance of the industrial revolution, the code words of which have been standardization, maximization, conformity, growth, synchronization, punctuality and schedules.

Thus there are important questions regarding this form of action which need to be considered. Can we, for example, justify the loss of human dignity for one segment of society on the grounds that it benefits another? Should educational institutions be designed as instrumental systems of action to prepare persons for work? Or should they be developed to enlighten?

Instrumental systems of action have tended to predominate in North American society and because it is so much a part of the fabric of our lives with the means and ends so embedded, the forms of actions we take are often

never questioned. That is why home economists need to be especially thoughtful in their reasoning and responses with regards to the services they provide for people. Are we authority oriented because we do not have time to converse with the person we hope to help? Do we act in the manner in which is most expedient rather than in a way which will benefit our client the most?

These are questions that are not meant to imply that instrumental systems of action are wrong. They have a place and are useful and important for survival. When appropriately used they can enhance life. But our actions need to be examined if we are able to be responsible professionals. This means that home economists need to cultivate opportunities to participate in critical discourse to explore their alternate courses of action. All the activities of the professional — pragmatic, intellectual, and ethical — must come together in order to bring about thoughtful action.

Language is an important aspect of these activities. It must consist not only of technical symbols but must be capable of expressing thoughts and feelings as well. When it is limited to instrumental words, it places an almost insurmountable limitation on reflection and reasoning.

Communicative competence, or the ability to use symbols is essential to examining different systems of action and, therefore, determining the appropriate one to use in a given situation. Without this ability, there are no choices because there are no means whereby the choice can be examined.

Communicative Systems of Action. (Symbolic interaction; Hermeneutic theory). (See Brown & Paolucci, 1979; Molnar & Zahorick, 1977, pp. 1-7; Habermas, 1970 & 1979).

Communicative systems of action are grounded in interpretive theory and emphasize the communication of ideas and thoughts through the use of symbols such as those found in language, dress and art. These symbols are governed by social norms. They, therefore, require the mutual understanding of both the symbols and the norms as well as feelings of obligation and responsibility to act in accordance with these norms. This form of action facilitates the sharing of the symbols and norms whereby persons can come to understand the views of others.

In communicative systems of action, the *means* of accomplishing an end are seen as open to examination through dialogue and critical discourse. But the *end* or *ends* themselves tend not to be examined because they are ones on which most people in society agree. Most people agree, for example, that good health, good relationships and sensible use of society's resources are desirable ends, but there is no such consensus regarding how these ends are to be realized. While communicative systems of action view the end as given, both the end and means are guided by such human principles as justice and human dignity for every person.

Communicative systems of action are developmental and they use symbols that give meaning to or redirect future activity and thus help people take responsibility for their lives. Through dialogue and critical discourse, value positions are explored and means of accomplishing ends which enhance human life are examined. So, while instrumental systems of action achieve their ends through authority, communicative systems of action achieve their ends through reasoning.

Through expressive reflection and action, all questions having to do with human existence can be dealt with. For this reason, communicative systems of action can help maintain families and social institutions, and can facilitate the development of human dignity, freedom and happiness. They assume that people are subjects, that they can take charge of their own lives, and that they can change themselves through using their human capabilities.

Emancipatory Systems of Action. (Emancipative; Educative Model; Critical Theory). (See Brown & Paolucci, 1979; Fay, 1977, pp. 200-269; Molnar & Zahorick, 1977, pp. 1-7).

Emancipatory systems of action are grounded in critical and normative theory. This system of action builds on communicative systems of action. People are seen as autonomous agents who, through cooperation of the community, can bring about meaningful change not only in themselves but in society through political action. The human rights clauses and amendments being proposed for the Canadian Constitution are examples of ways in which these goals are being

sought through the political processes in this country.

Rules for emancipatory action develop through critical discourse and are thus used to facilitate the development of the community's means and ends. Of course, there are no step-by-step rules or guidelines for emancipatory action or it could become instrumental action. For this reason emancipatory systems of action can be both difficult to explain and to implement. The processes of enlightenment evade any magical how-to-do-it formula. Rather enlightenment is acquired through each person's capacities and abilities to reason and to take action based on that reasoning.

In summary, emancipatory systems of action deal with both perspective and practice, both understanding and control. They focus on the dialectical relationship between theory and practice using critical reflection and political processes to achieve their ends. The enlightenment which results is not an end but an ongoing process.

Home Economists and the Three Systems of Action

The three systems of action are options which home economists need to consider as they translate theory into practice so the reasoning about which a particular situation encompasses both what to do and how to do it (the technical aspects). When deciding an appropriate action, the home economists must first clarify with the receiver the goals or ends to be achieved and it is then possible actions can be discussed and chosen. This process can easily become instrumental so it is important that the professional be aware of this possibility if the system of action being used is communicative or emancipatory. If a program is planned to help a group nurture their young children, the home economist must decide whether he or she should facilitate the parents defining their goals and how they want to achieve them or become the authority to tell them how to achieve a given goal. The right answer lies within the situation and the people who are involved.

Being aware of the three systems of action allows the professional to reason about the options and thus reach a rational decision. The systems of action then truly become a framework which can facilitate the selection and organization of practice.

Systems of Action and the Educational Goal of Home Economics

The goal or mission of home economics implies that the end of action and service are educational in nature. Terms such as *enable, build and maintain systems of action, enlightened cooperative participation, critique and formulation, means for accomplishing*, found in the goal statement of the field are ones which have educational implications. Discovering the full meaning of translating actions into service for education is thus a crucial aspect of the role of the home economist.

To enable families to build systems of action to facilitate, for example, the formation of autonomous, responsible persons, means the home economist must create conditions which help people determine their own lives. This requires evaluating the situation as well as one's professional stance. The emphasis then shifts from telling and directing to listening and conversing, from making people objects of services to helping them become active participants who determine their own needs. As home economists whose principle service to society is to educate individuals and families, we need to realize that we do not always have to convey information or teach a technique. It can also be important to facilitate experiences which confirm that all people are important and merit active respect. The mark of a successful educator may not be their persuasive abilities but their ability to engage in dialogue with people.

This is particularly true in our rapidly changing society. The changes transpiring in Canadian society today are such that many are questioning the very foundations on which the culture has existed in the recent past. Many believe we are moving into a new social order and all of us can feel and see that something of importance is happening. Even such basic expectations as owning a single family dwelling are having to be changed.

While the past has been typified by conspicuous consumption, rising expectations, and exponential growth, the present is a period of uncertainty, conflicts in value systems, and a changing quality of life. What implications does this have for the kind of education which is needed for young people and adults? Do we want education to be based only on technical-instrumental action or communicative action with an emphasis on thinking

and reasoning? Or on emancipatory action? What would be the consequences of each? More specifically what should home economists do?

Does energy education, for example mean that people engage in critical reflection about such things as the relationship between people and environment? and/or on the techniques for how to save energy? How can each system of action contribute to energy education? How can the services of home economists reflect these concerns?

Some insights into the answers to these questions can be found by trying to determine what the future will hold. It is generally agreed that the western world, if not the whole global system, is going through a major transition. The IDEAS series last fall, for example, noted that we are moving out of the Industrial Revolution which has predominated for about 300 years and moving into a time of post industrialization. This is typified by such phenomena as demassification of the economy, changes in family and corporate structure, and computer dominated technology. In fact, some writers posit that the electronic revolution and the micro-chip are at the heart of all the changes which futurists describe. Changes in our sense of time and space, in the environment and economy, even break throughs in biotechnology are attributed directly or indirectly to the speed with which information is being produced, stored and retrieved. So education will no longer be needed so much to provide people with information but to assist people in interpreting the wealth of information which will be easily available.

This relates to systems of action and home economists in the following way. By understanding systems of action, professional home economists will be able to see better what basic educative alternatives are open to them. This will facilitate their being more effective professionals and thus their achievement of the goal of their profession to benefit society. If home economists do not understand their alternatives, they might unwittingly limit their effectiveness and the potential in others for a meaningful life.

There are inevitably some barriers to perceiving clearly the alternatives which are open. The next section is devoted to a brief discussion of some of these.

Barriers to Action and Service for Education

Barriers are all those things which limit our ability to engage in appropriate actions and provide useful services. Breaking out of these barriers and overcoming internal and external forces which impede our enlightenment is important in order to be effective professionals. Some of the common barriers and some suggestions regarding them follow.

Habits. William Jones in his *Talks to Teachers on Psychology* noted that one of the greatest needs in education is to make our nervous system our ally. To do this we must make habits useful rather than letting them stand in the way of our potential growth. Habits of thinking, doing and being can be barriers if we let them, but they need not be.

Institutions. The institutions to which we commit ourselves can become barriers. Grades can be used, for example, to help both the learner and the teacher understand the learner and the learning process. But they can also be used in such a way that the student becomes an object rather than a subject, and thus grading becomes a barrier to providing meaningful learning. This can happen when used to satisfy requirements of accountability of those who supply monies, employers of students, or other institutions.

Time can also be an institutional barrier. It can be used as a creative aspect of a home economist's work, or it can be a severe constraint on the services which the professional offers. This is a familiar situation for most people. Can the institutional demands be met and also the freedom to choose the appropriate system of action and service for the client? Do you have time to engage in dialogue if communicative action is most appropriate?

Limited examples or models. Brian Fay (1977) noted that one barrier to thoughtful action is the lack of examples. He observed that even if we overcome habits and institutional demands, we have so few models of action and service for education which are not instrumental that it is difficult for the conscientious professional to perceive alternate approaches. The hope for overcoming this barrier is through continued action and service and critical examination of these.

Commitment. Commitment is the key to facilitating continuous growth

in ourselves. But one can become distracted or discouraged and thus lose the zest of commitment. This can be a barrier to taking effective action and can be affected appreciably by becoming a member of a concerned community of people who can help in keeping one's commitment alive.

A Concerned Community. One needs to be able to interact with people in order, for example, to unearth implicit ideologies, to discuss and to become informed about complex issues. Thus, the absence of a community in which one can do these things is a barrier to the provision of appropriate action and service. But communities can be formed in many ways. Proximity is useful, but relationships can flourish in spite of distance. Strong networks of friends can evolve through a combination of letters, shared journals, photographs and drawings.

Conclusion

One of the assumptions of this article is that the educational services of home economists can help people lead better and more responsible lives. But in order for this to be the case, home economists must engage in thoughtful practical reasoning, dialogue, critical thinking, consideration of viable alternatives and the consequences of actions. It is by engaging in these activities that theory and practice are brought together. Understanding systems of action facilitates these activities and thus helps the home economist 1) to provide services which are appropriate for particular situations 2) to achieve the mission of the field, and 3) to meet the needs of both people and society in a changing world. ●

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(Continued on page 139)

HOME ECONOMICS IN HIGHER EDUCATION IN THE UNITED STATES: CURRENT TRENDS*

Francille M. Firebaugh

Higher education programmes of home economics in the United States have experienced dynamic changes in recent years. Today, home economics programmes are marked by name and curricula changes, concern for cohesion in the field, student and faculty diversification, leadership and administrative structure changes, strengthened research efforts and by improved graduate programmes. Parallel with these trends is a movement to clarify the content and aims of the field by developing a contemporary definition of home economics.

Résumé

Les programmes d'études supérieures en économie familiale, aux USA, ont subi des changements dynamiques au cours de ces dernières années. Actuellement, les programmes d'économie familiale se caractérisent par des changements de noms et de curriculums, un souci de cohérence dans cette discipline, une diversification des étudiants et des facultés, des changements structuraux dans la direction et l'administration, une intensification des efforts de recherche et une amélioration des programmes gradués. Parallèlement à ces tendances, il existe un mouvement visant à éclaircir le contenu et les objectifs de cette discipline au moyen de la mise sur pied d'une définition contemporaine de l'économie familiale.

Definition of Home Economics

Individuals within the profession, the International Federation of Home Economics (IFHE), and the American Home Economics Association (AHEA) are currently involved in developing, refining and reconsidering definitions of home economics. Marjorie East's view of the past, present and future of home economics includes what she labels her personal definition: "Home economics is that field of study and that profession which applies rational judgement to domestic life" (East, 1980).

The 1978 IFHE definition stresses family-environment relationships: (IFHE, 1978) "Home economics is concerned with using, developing and managing human and material resources for the benefit of individuals, families and institutions, and the community now and in the future. This involves study and research in sciences and arts, concerned with different aspects of family and its interaction with the physical, economic and social environment."

Marjorie Brown of the University of Minnesota and Beatrice Paolucci of Michigan State University developed a basic paper, "Home economics: a definition", for discussion at national AHEA workshop and at regional meetings. They write (Brown & Paolucci, 1978):

*From "Home Economics in Higher Education in the United States: Current Trends" by Francille M. Firebaugh, *Journal of Consumer Studies and Home Economics*, 1980, 4, 159-165. © Blackwell Scientific Publications. Reprinted by permission. Dr. Francille Firebaugh is the Director, School of Home Economics, The Ohio State University.

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them.

Brown and Paolucci's mission statement, encompassing more than a definition, presents an assertive role for home economics in formulating, evaluating and implementing social goals.

Neither the mission statement nor the definitions explicitly include the institutions serving families and consumers, which today are an important part of home economics. Food service, educational, retailing and social service systems are very important in the *domestic life* of East's definition and are important components of the "physical, economic, and social environment" of the IFHE definition.

The interest in definition within the home economics field reflects its characteristic self examination. McFarland suggests that "the professional public will define a unit more so through its behaviour than its self-definition" (McFarland, 1978). He believes that action programmes and research publications will receive more consideration by institutional policy makers than introspective reports on the nature, objective, and purposes of home economics. The focus on definition and mission may reveal the influence of programme and name changes in home economics educational units and of academic territoriality concerns.

Name Changes

The name *home economics* identifies a field requiring frequent explanation to convey its content and concerns. So also must the content of diverse fields such as natural resources, geography, and social work be defined. Those who have known past home economics programmes associate prior characteristics and concerns with the present. A name change can sometimes help associate current programmes and emphases with the name. The function of the name of an academic unit is to identify the general content of the area of field. The name of an academic field and a profession may not be the same.

In 1977, 82% of 363 higher education units enrolling *home economics* students used *home economics* as the sole designation of the unit. Sixteen units used *home economics* with another term in the title: *human ecology* was used by eight units, including Cornell University and Michigan State University, two historically and currently strong programmes. *Family*, *human*, and *consumer* were the first names in thirty other units (Harper, 1978). Carver (1979) found in data from home economics administrators that reasons for either retaining or dropping the *home economics* name included:

- (1) desire to maintain or improve visibility, (2) improvement of the outside view of the mission of the field, (3) emphasis on the mission of the field, (4) increase in enrolments, and (5) pressures exerted by both the faculty within the field and administrators within the institution.

Myriad variables make analysis of effects of changing or maintaining the name of *home economics* nearly impossible. Various changes such as increased administrative support, new faculty attitudes within and outside the field, increased undergraduate male majors and non-majors, and increased faculty involvement in policy making bodies have been attributed to eliminating *home economics* in the name (Carver, 1979). During the same time period, however, some institutions which have not changed names have experienced the same changes. The names of particular units offering home economics are, like other department and college names, specific to an institutional setting. Thus far, evidence does not support a clear relationship between the name of a unit, the enrolment, and the purposes served.

Student and Faculty Diversification

Efforts to diversify the student body and faculty of home economics higher education units have been influenced by affirmative action programmes, by the women's movement, and by anticipated and in some cases, actual declining enrolments. Enrolment goals today include attraction of men, racial minorities, and non-traditional students — those who are part-time, returning students, older persons changing career emphases, and the like.

Among the more than 23,000 baccalaureate home economics graduates in 1976-1977 were relatively few men and minority group members. The percentage of men graduates of all degrees in home economics increased from only 2% in 1968-69 to a still low 4% in 1976-77. For doctoral degrees, the percentage increased from 17% in 1968-69 to 22% in 1976-77 (Harper, 1978).

Although home economics will continue to enroll a majority of women for some time to come, the commitment

to enroll more men is strong. Gender-free instruction is an important beginning. Male faculty members and graduate assistants help provide role models.

Special student organizations and counselling services may be necessary support in home economics. Financial assistance is often needed by racial minority members, and a commitment to increasing their enrollment requires economic and academic assistance.

Home economic faculties have come from various disciplines over the years. Identity difficulties among faculties with degrees from other programmes was examined by Emily Pou at the University of Georgia. Among them, Pou found respect for and commitment to home economics; that they often have dual or multiple identities; and that they felt needs for cohesion and coordination of disciplines and disciplinarians (Pou, 1978).

Cohesiveness and Curriculum

Home economics provides a framework for integration of many subject matters. Hawthorne (1978) speaks of cohesion and stresses the need for common competencies:

As well as common professional commitment, coupled with our specialized competencies and commitment . . . cohesiveness makes us a viable discipline rather than being a group of diverse areas and specializations . . . cohesiveness and integration must be more than curriculum. Cohesiveness basically must be a commitment of the faculty.

Cohesiveness is not antipathetic to specialization; rather, increased specialization makes the maintenance of common threads in home economics increasingly important.

Carver (1979) notes that since 1967, almost 75% of the units in her survey have made curriculum changes, most frequently by adding new majors or specialization areas. The portion of home economics education graduates dropped from 42% in 1966-67 to 22% in 1976-77; general home economics majors have declined from 31% to 10% in the same decade (Harper 1978). This decline in the comprehensive home economics programmes indicates a change in the perceived opportunities for employment of graduates in general programmes or a change in student's interests in having a general home economics background. with fewer generalists taking courses in each department and providing linkages among departments, concerted efforts are needed to encourage and facilitate interaction among departments.

In the past decade, student specialization has increased. Increases have occurred in graduates in child development/family relationships, foods/nutrition/dietetics, textiles/clothing/merchandizing, and home/management/family economics/consumer studies (Harper, 1978).

Related to cohesiveness and curriculum is participation in inter-disciplinary programmes, within and outside home economics. McFarland (1978) stresses the need for inter- or cross-disciplinary work: "If home economists are to sensitize other disciplinary groups to the many facets of family operation, we must form working relationships. Joint efforts will yield increased recognition of our worth and potential."

Development of cross-disciplinary attitudes can occur at undergraduate and graduate levels if experiences are designed which highlight the contributions of profession-

als from various disciplines. An example at The Ohio State University is the planning of a laboratory playground involving both child development and landscape architecture students with child development, physical education, and landscape and architecture professionals. Another example is a mental retardation and developmental disability centre, in which students from many disciplines experience the combined nutrition, child development, dental, paediatric, occupational therapy and other professional efforts on a case.

Many universities are providing opportunities for field experiences in the major area of study for both undergraduate and graduate students. The field experiences are with other educational settings, in family and consumer services, or business and industry, depending on the student's major interest.

Changes in Leadership and Administrative Structure

Carver's study found that over 30% of the 253 U.S. academic units have made administrative or structural changes since 1967, including adding new positions, changing status and title of administrators, and changing the internal organization of the unit. Reasons for structural changes were summarized as follows (Carver, 1979): (1) desire to maintain or improve visibility; (2) improvement of the outside view of the mission of the field; (3) emphasis on the mission of the field; (4) increase in enrolment; (5) reorganization of the total institution; and (6) pressures exerted by both the faculty within the field and administrators within the institution.

Within the past 5 years, 1975-76 to 1979-80, administrators in the U.S. Association of Administrators of Home Economics have changed by 52%. Change in administration in academia is now common, although in the past many home economics units have had the same administrator for many years.

Strengthened Research Programmes

Research in home economics units should be strengthened through increased quantity and quality of research programmes. The major research in home economics in the U.S. is conducted in the land grant institutions and in one or two exceptional private universities. The undergraduate programmes of many universities have required the full attention in some home economics units, while other units on campus have developed research as well as instructional programmes.

The research conducted by home economics faculties varies in quality, but probably to no greater degree than in any other field. Improved theoretical frameworks, increased sophistication of design and analysis, and shortened time between completion of a project and publication of results can each strengthen the home economics research thrust.

Increased funding has brought impetus to nutrition research in many universities and institutions. Increases in support will similarly be required for the surge in research needed in other areas.

Improved Graduate Programmes

Graduate programmes must be founded on strong academic programmes of study, with opportunities for recognizing and dealing with practical problems. In the coming decade, graduate programmes in all areas of the

universities will be closely examined because of their cost and the declining opportunities in some areas.

A number of graduate home economics programmes must be further strengthened to maintain or achieve high standards of quality. Graduate programmes should provide a solid background of conceptual frameworks and theory, sufficient depth in statistics and research methods, opportunities for analysis and synthesis of knowledge and information, and opportunities to apply knowledge to practical situations. Some graduate programmes appear to be collections of courses rather than programmes of study for accomplishing specific ends.

In the United States, 156 institutions granted 3016 master's degrees in home economics in 1976-77 and twenty-nine institutions granted 230 doctoral degrees that year, the greatest number ever in each case.

Graduate and research programmes in a university setting should be closely interrelated. Research programmes need the questioning of graduate and undergraduate students. Graduate students need the exposure to the research process of research design, funding, data collection, analysis, and publication.

Final Comments

Home economics in higher education in the U.S. remains responsive to changing needs while keeping a clear focus on families and organizations serving families.

What the home economics profession becomes in the future depends on the creative and realistic thinking of the professionals in the field today. Thus, today's home economics educators must themselves be at that fine, cutting edge of their specialization and committed to the purposes and philosophy of home economics in order to contribute effectively to the future direction of the profession.

The names, *home economics* or *human ecology*, or *family and consumer sciences* are important in identifying a programme, although a full scope or specific content of a programme can rarely be conveyed through a name. The name of academic programmes and the professionals they serve do not have to be the same although it is less confusing if there is agreement.

Diversifying the student population in home economics to attract men, members of racial minorities, and non-traditional students requires continuous effort. The faculty members should include scholars with diverse cultural, racial, and discipline backgrounds, orientated to the purposes and concepts of home economics.

The cohesion of units of home economics is critical if the potential of the field is to be met. It is difficult to achieve when specialization is increasing, but more important than ever to accomplish.

Administrative structures must fit the college or university pattern within which they are located. Creative and assertive leadership is called for in home economics to meet the mission of the programmes. In periods of stable or declining enrolments, structural changes will probably bring consolidation or cooperation rather than the expansive changes seen in the past.

Strengthened research programmes in home economics can provide the substance for formal and non-formal instruction so continuously needed. Research must be directed toward the practical problems of families, institu-

tions serving families and consumers, the role of practitioners in helping families solve their problems. This applied research has been built and must continue to be built on basic research conducted in related disciplines and, in some cases, within home economics.

Graduate programmes must be carefully examined to ensure that programmes are of the highest quality. Added strength in programmes can increase the depth of graduate studies and the competitiveness of the graduates in the job market.

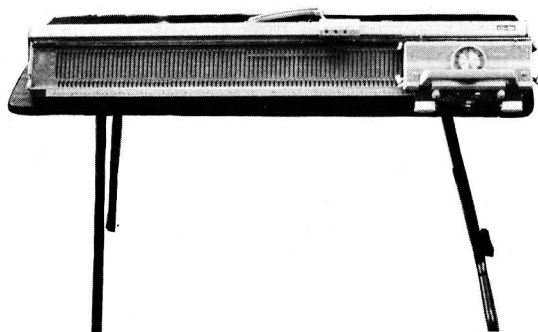
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New Film "Light" — The Natural Enemy of Milk

A new documentary motion picture, "Light — The Natural Enemy of Milk", will make its debut at the Canadian Home Economics Association's annual conference in Toronto, July 6-8.

The film, produced as a public service by the Packaging Equipment Division, Ex-Cell-O Corporation, features the internationally celebrated food scientist Dr. John M. deMan, from the University of Guelph.

The film traces in an interesting way the evolution of man and demonstrates the role that the sun has played in both creating our world, as well as the largely unknown role it plays as a destroyer of fresh and processed foods.

The 12 minute, 16 mm color film is directed to college, university and secondary school nutrition, home economics and food sciences students.

It is available without charge from Modern Talking Picture Service, 143 Sparks Ave., Willowdale, Ontario Canada, M2H 2S5.

Nutrition in the Park II

Nutrition in the Park II is a sequel to *Nutrition in the Park* conducted in London, Ontario, during the summer of 1979. A \$16,000.00 grant from Young Canada Works enabled faculty and students from the Department of Home Economics, Brescia College (The University of Western Ontario), to present a nutrition awareness program for children and to compile a leader's manual outlining the various activities developed for the program. The manual, *Nutrition in the Park*, is now available for sale to interested home economists, nutritionists, and recreation leaders*. In the Manual leaders will find many ideas for teaching nutrition through the use of art, music, drama, crafts, and games. The activities revolve around five themes: "Food Fun," "Snacking Sense," "Be a Smart Cookie," "Battle of the Bulge," and "Ethnic Food Festival" which teach the functions of food, healthy snacking, dental health, weight control, and ethnic foods, respectively.

* Send a cheque for \$10.00/copy payable to The Board of Education for the City of London to: *Nutrition in the Park* c/o T.A. Sutcliffe, Administrative Assistant, Program Department, London Board of Education, P.O. Box 5873, London, Ontario N6A 4T5.

Curriculum Integration

Susan Parrish-Connell

To see a forest through the trees as in Macbeth is parallel to seeing integration in home economics curriculum. Integration is a word with many connotations: multidisciplinary, interdisciplinary, team teaching, synthesis, and "whole is greater than the sum of the parts". The diverse understanding of the word *integration* has thus led to a variety of ways of not only developing a curriculum but also implementing a curriculum. Further, Brown and Paolucci's definition of home economics suggests that there be not only integration of the body of knowledge with a focus on the family and individual, but also integration of the practical and the body of knowledge in order to achieve the mission of the home economics profession (Vaines, 1980, p. 140). Thus, the use of integration in home economics education at all levels is critical to the success of the profession. Understanding and using integration is critical to new directions in home economics education and accountability in the profession.

The purpose of this essay is to explore the nature of integration in home economics education. Why should we need to use integration in teaching? What kind of synthesizing of the home economics disciplines is happening? What helps to encourage the use of integration in education? Are there problems with attempting integration of a home economics curriculum? These questions are relevant to us not only in understanding the skill of integration but also in using integra-

tion in education. Failure to use integration can lead to missing the road signs and taking wrong moves in the profession. The discussion will be limited in general to the application of integration in the home economics curriculum.

Status of Curriculum Integration

Fundamental to implementing the mission of home economics is the competency of integration. Development of integration comes from not only experience and practice but also the perspectives implemented and developed in the curricula of elementary, secondary, and tertiary levels of home economics education.

The decade of the 1970-1980 was a prominent period in Canada to see some major steps taken in creating integrative programmes and/or specific integrative courses. We are currently in a transition period of synthesizing. Hence, making integration our inherent characteristic of home economics curriculum development and implementation is gradual and parallels the adoption S curve.

In general, there are two main difficulties associated with the movement towards an integrative approach in the home economics curriculum at all educational levels. The first difficulty in moving to a total integrative approach in Canada and within a programme is created in part, on the one hand, by a lack of coordination of education levels in each province and on the other hand by a lack of coordination amongst the provincial educational systems. Thus, educational autonomy by level and province has created divergence or polarization in degrees of integrative programmes in Canada. What is desired is implementation of integrated home economics curricula and the mission of home economics fully across Canada and at the various educational levels.

Abstract

Canadian home economics curricula at the school and university levels are in a transition stage of moving from a multidisciplinary approach to an integrative approach. Understanding the nature of the home economics profession, as recently defined, an integration as well as sharing of beliefs are fundamental to developing integrative curricula. Problems in developing and implementing integrative curricula can be classified by subject matter, student needs, educator and decision-making agents.

Résumé

Le curriculum de l'économie familiale canadienne aux niveaux scolaire et universitaire traverse une période de transition entre une approche multidisciplinaire et une approche intégratrice. Il est fondamental de comprendre la nature de la profession que représente l'économie familiale, telle que définie récemment, et d'intégrer aussi bien que de partager ses croyances pour développer un curriculum intégrateur. Les problèmes liés au développement et à la mise en oeuvre d'un curriculum intégrateur se classent suivant les sujets, les besoins des étudiants, et les agents chargés de l'éducation et de la prise de décision.

Dr. Susan Parrish-Connell is an assistant professor, Faculty of Education, University of British Columbia, 2125 Main Mall, Vancouver, B.C. V6T 1Z5, Canada. She holds a B.Sc. (H.Ec.) from McGill University, an M.A. (Educ.), from Michigan State University and a Ph.D. (Family Ecology) from Michigan State University. She is presently area coordinator of home economics education and has international experiences in education, home economics and related fields.

A second difficulty connected with the movement to an integrative approach is that of beliefs. The divergence and autonomy expressed in home economics curricula further indicates the differences in beliefs held by the curriculum designers and implementors about the meaning, focus, and purpose of home economics and consequently integration. If there was a common clarified understanding about home economics, then there would be a common understanding about integration. Integration is by definition inherent within the meaning of home economics. Further, our curricula would exhibit an integrated approach if all was fully understood. The sooner we are coherent and coordinated about the meanings and directions of home economics in our changing culture and the competency of integration, then the closer we are to developing and implementing viable and accountable curricula. Said another way, if our curricula are not integrated in design and implementation, then we cannot fulfill the mission of home economics. Thus, we are ready to discuss the meaning of integration.

Definition

The first two steps in forming a foundation upon which to build a home economics curriculum or programme are the defining of home economics and integration. Identifying underlying conceptions is paramount to the basis for developing a curriculum in the first place (Werner & Aoki, 1979).

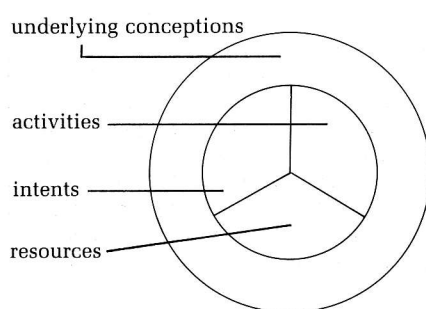


Figure 1. Components of a curriculum

The first step is clarifying, sharing and understanding a common perspective or belief of home economics. The definition of home economics has been reclarified by Brown and Paolucci (1978) with responses and summaries respectively by Taylor-Spitze (1979) and Vaines (1980).

The second step in building an underlying base to an integrative programme is the clarifying of integration. The nature of defining integration is parallel to the larger picture of the diversity of thinking and practice in the field of curriculum theory (Gress, 1978, p. 1). Here lies part of the understanding of the problem in implementing integration. Two definitions of integration are as follows:

- To unify parts so that the result is more than the sum of these parts (Gibbons, 1979, p. 321).
- When concepts and presuppositions from different disciplines are brought together in a synthesis, there is an idealization (modification) of one discipline to allow for inclusion of another second discipline followed by the de-idealization (demodification) of the second discipline (Gibbons, 1979, pp. 323, 325). When more than two disciplines are to be integrated at any one time, then integration must proceed two by two (Gibbons, 1979, p. 329).

Both above definitions show that integration has parts and that these parts are combined in some way or ways. Also, both definitions imply a creation has been made — a focus different than that of the parts. The first definition attempts to focus on the end product of integration. The second definition agrees with the first one in that there is a new end product which is different from the components but goes on to attempt to describe what actually happens to the parts as they undergo integration — demodification or de-idealization.

Pring (1973) further explored the nature of integration in education by attempting to identify the five epistemological presuppositions behind uses of integration as follows:

- they [the proponents of curriculum integration] are, therefore, claiming either that knowledge has some overall unity — a coherence, a synthesis — such that the meaning of any one proposition cannot be fully grasped without an implicit reference to an entire system of propositions;
- or that knowledge has some sort of coherence or synthesis within broad fields of experience (e.g., the humanities);
- or that, in order to answer particular problems it is necessary to

focus different sorts of modes of knowledge and inquiry upon a particular topic (this, as such, not necessarily committing one to integration, though integration is an expression frequently but misleadingly used);

- or that any development of knowledge has built into it some reference to inquiry or problems for which it makes possible a practical solution and which, therefore, are the source of integration;
- or that the different disciplines, though incorporating distinct conceptual structures and modes of inquiry, do interrelate and that this interrelation needs to be made explicit in the teaching of the disciplines and the curriculum as a whole. [p. 148]

Lastly, there is the dilemma of educators using the term of integration to mean the same as multidisciplinary and interdisciplinary enquiry. It is unsuitable to equate all three terms.

In general, there is agreement that "multidisciplinary" is meant as "the pursuit of disciplinary perspectives of either the same or different objects in which no attempt is made to synthesize or draw together the different perspectives" (Gibbons, 1979, p. 330). Further, there is not the need to be observant of other participant's work (Petrie, 1976, p. 30). "Interdisciplinary", on the other hand, suggests some form of synthesis of the disciplinary enquiries (Gibbons, 1979, p. 331) and requires some modification of the contributing disciplines while the inquiry is going on. The inquirers or participants in this case need to be aware of the other contributions and take account of them in order to complete the task of interdisciplinary inquiry (Petrie, 1976, p. 30). Thus, when comparing the definitions of multidisciplinary, interdisciplinary, and integration there is a strong resemblance between interdisciplinary inquiry and the integrative approach. Further study is required to answer the question fully of whether interdisciplinary inquiry and integration are the same or not.

In conclusion, however, when considering the framework for coordinating concepts and disciplines with a common focus in home economics curricula, we are moving away from the multidisciplinary approach and moving towards the interdisciplinary or integrative approach.

Selection

There are varying forms of curriculum integration. An example of a common range is: at one end of the continuum there is free development of inquiry into open ended themes; and at the other end of the continuum there is formal structured classes with co-ordinated schedules of courses with some exchange of teachers (Warwick, 1973, pp. 2-3). Hence, a specific definition of integration as it applies to curriculum development and implementation cannot go beyond a general wording. However, the generality of integration is its strength and weakness as a tool for curriculum use.

The strength of integration allows the curriculum designer and implementor — school, university, faculty, educator, Ministry of Education — to develop a programme in the best way possible given its own needs, resources available, and educational institution rulings. The weakness of integration is that integration can be used too much or too little and at the expense of other valid educational concerns and techniques. Integration may be used for its sake alone rather than for a specific valid purpose (Warwick, 1973, p. 2-3).

Curriculum integration as an approach to development and implementation must then stand on its own to be valuable as a meaningful tool. Thus, the case for selection of integration becomes not only a curriculum issue but also an educational issue. When answering the question on choice of integration, one is also answering questions on such things as the role of the educator, needs of the student, philosophy of the programme, trends in society and education, nature of learning, nature of the knowledge, operations of the school or university, and purpose of education (Warwick, 1973, p. 6). There is no right way to integrate a curriculum and the answers are not easy.

Problems

One of the current major problems in the Canadian home economics curricula today is its use or non-use of integration. We can further sort these curriculum integration problems according to Leithwood's (1979) hierarchy of classifications as indicated in Figure 2.

Level I: Curriculum Problems Classified by Subject Matter. *What subject matter ought to be included in the curricu-*

lum? What content ought to be emphasized? What type of framework should underlie the subject?

These three questions highlight, according to Leithwood (1979, p. 54), curriculum problems related to subject matter. The third question dealing with framework pertains to integration. The first two questions, whilst not specifically on integration, are the building blocks upon which to form integration of the subject matter.

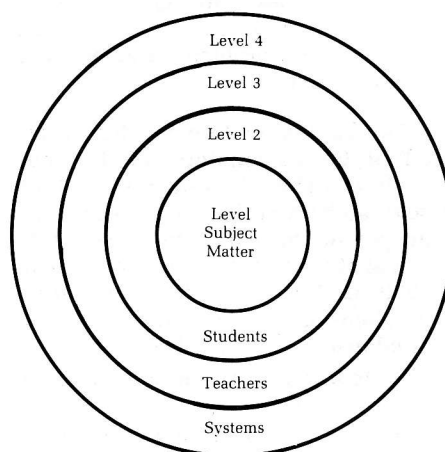


Figure 2. Relationships among four schemes for classifying curriculum problems (p. 53).

One problem is that an integrative curriculum cannot occur until there has been a personal clarification of the definition of home economics by the curriculum designers and implementors of the school or university. Further, the definition of home economics could not have trickled down to the personal clarification level until there was sharing of the recent documents and discussion papers on the definition which incorporates integration. The 1981 Canadian Home Economics Convention on the theme of integration is an example of enhancing the sharing and examination of the definition. It is critical that the sharing and understanding of the focus of home economics happen not only at the national level but also in each school, university, school district, province, professional association meetings and publications. Only then can the theory of home economics turn towards applied action in the form of developing and implementing integrated curricula. Essentially, the problem is one of re-education and application. All of which gradually takes place.

A second problem stemming from the first problem deals with realizing

the difference between the orientations of multidisciplinary and integrative home economics programmes. In the multidisciplinary home economics programme there is no one set focus but rather a group of specializations with little or no connection amongst them.

On the other hand, essential to the integrative programme is an "idea dominance" or a focus running throughout. Integration implies that there is some kind of achievement and a focus facilitates it (Petrie, 1976, p. 32). The central concepts or ideas for integration are: action, practice, transformation, maturity, autonomy, responsibility, self and society formation as per the family, ideas, ideals, social character, home and family (Brown & Paolucci, 1978, pp. 107-117; Brown & Paolucci, 1979, pp. 52-57). Taylor-Spitze added the central ideas of health, food, near-environment, communication skills, resources, decision-making and goal (1979, p. 6).

A third problem is that of selecting suitable knowledge and skills to fulfill the focus and intents of home economics education. Curriculum design can flounder when subject content does not correspond to the curriculum goals and further when the goals do not enhance the mission of home economics. Home economics also has a double lag problem in selecting suitable content. First, general education curricula tend to incorporate content after watching "it" be put in the marketplace. Second, home economics education similarly incorporates the social concerns after the family and business have outwardly expressed changes, needs and some related services. Hence, there is the perennial problem of updating in the field. A recent preliminary study of continuing education needs of British Columbian secondary teachers has shown that acquiring adequate professional time for curriculum designing and updating is a prime concern (Parrish, 1980.) Suffice it to say that the problem probably exists elsewhere in Canada and at the University level.

Level 2: Curriculum Problems Classified by Degree of Student Maturity.

The first major difficulty in developing and implementing an integrated curriculum is that the content should coincide with the student's cognitive, social-emotional and physical stage of maturity. The matching of a programme with each student's readiness

when in a group situation becomes difficult as students mature at different rates and ages. Both the secondary school and university are faced with limitations depending upon the student's degree of concrete and abstract thinking, ability to consider and empathize with other people and ability to draw relationships. Developing through the curriculum an integrative style of thinking and action in the student is dependent upon the student's own total ability to be sensitive to other perspectives, focus, abstract, synthesize, and lastly, amount of experience with people. The implication to the educator is the well known feat of breaking down the curriculum content to a suitable level for the student. A corollary to the implication is that a curriculum will be integrative to the degree that the educator is able and willing.

A second problem deals with placing the curriculum in perspective with the global setting of the present and of the future. Education has a dual role of transferring culture and preparing the student for living in the future. The implication of the educator is the task of deciding upon the emphasis and how much of the globe about us to incorporate into the curriculum.

Relevancy for the present means starting from the perspective of how does the student view his/her world now — a person-environment or problem centred approach. Relevancy for the future means making application to calculated certainties of the future. Boulding (1981, p. 37) would suggest we start by applying subject content to the image(s) of the family which may exist for the next hundred years. Thus, there is accounting for possible future needs of our present students.

Other student projected needs derived from future certainties (Combs, 1981, pp. 369-372) are:

- search for information (information explosion)
- solve problems that cannot be presently seen (increasing pace of change)
- process-oriented: confront events, define problems, experiment, search
- valuing and decision making
- life long education
- coping to live with increasing social problems (primacy of social problems)

- personal fulfillment and communication (personal fulfillment increasingly important).

In brief, these student needs indicate that abilities to be developed are based upon not only facts but also on decision making in a situation. A coordination of student perceptions, knowledge, and choices for action are fundamental as a learning approach (West, 1980, pp. 34-35) — an integrated approach. The mission of home economics speaks to the same point when it is described as a practical science and a problem oriented field (Vaines, 1980, p. 112).

Level 3: Curriculum Problems Classified by Dimensions of Teacher Activity. The classroom educator's task can be described as transforming images of the educated person into actual student outcomes (Leithwood, 1979, p. 56). Curriculum integration problems associated with the teacher or educator activity can include:

- How should the educator be trained?
- What images of home economics should the educator have?
- What kinds of student learning activities and outcomes should be developed?
- What is the role of the educator?

One problem with home economics educators is that "not everyone holds the same beliefs or assumptions" (Werner, 1980, p. 54) about home economics and education. Subsequently, we have had a tendency for multidisciplinary curricula. However, since we are currently going through reclarification of the meaning and purpose of home economics there is a consequent move to an integrative type curriculum. It is difficult for an educational institution to introduce an integrated curriculum in one step as the speed and scope of change is dependent upon each educator and his/her beliefs about home economics as an integrated field.

One way to bring about an integrated curriculum change is to first share new beliefs about home economics through conversation with group members (Werner, 1981, p. 63). The sharing and recognizing of beliefs about home economics means not only about the common focus but also about cognitive mappings of the specializations within the field. To use Petrie's own words, "Learning at least a part of other disciplinary maps is a necessary condition

for turning multidisciplinary work into interdisciplinary (integrative) work" (Petrie, 1976, p. 36).

A second problem deals with the educator's changing role as an educator. Presently, the role is switching from the expert information giver to one of developer and facilitator due to certainties of information explosion and increasing pace of change (Combs, 1981, p. 369). As long as the former role is maintained there is a greater chance of a multidisciplinary-fact oriented approach being kept. The latter role encourages students to be actively involved with a process-oriented education (Combs, 1981, p. 370).

Mann (1977) has pointed out that some teacher background characteristics are significant to the type of learning activities selected. Further, psychological characteristics which facilitate integrative action are disciplinary competence, adventurous spirit and broad interests. Lastly, critical to the early stage of integrative work is the need for achievement and sense of accomplishment of a focus or theme (Petrie, 1976, p. 33).

Level 4: Curriculum Problems Classified by Role in the Curriculum Decision Making Structure. Limitations are placed on the instructor's opportunities to design and implement a curriculum by three layers of decision making agents. The first layer consists of those decision makers within the education institution — dean, principal, department head, consultants — and with schools it also includes the school boards. The second layer consists of professional educators usually outside the realm of the education institution such as the Department or Ministry of Education. The third layer consists of all other interested parties in the education system — publishers, taxpayers, university administrators and faculty. In general the instructor and the layers do make decisions such as courses offered, time allocation, content, learning activities and resources (Leithwood, 1979, pp. 58-59).

Examples of problems at the school and university levels which influence the changing of a curriculum to an integrated one and maintaining an integrated curriculum follow.

School

Administrator's image of the subject with specific demands made, for

example, Foods and Nutrition Course at Grade 9 will operate the cafeteria lunch as its sole activity.

Ministry or Department of Education introduces new compulsory courses causing competition with the optional courses such as home economics which in turn must change in order to "sell". The need to survive can be counter-productive to integration.

Publishers and private curriculum specialists are introducing kits and packages, for example, health: drugs and alcohol, sex education, consumer education, nutrition, values, to entwine within existing courses from K-12. The packages are being integrated through hitchhiking, however it may or may not support the existing course movements towards integration.

Ministry or Department of Education have curriculum change guidelines, for example, once in ten years, for the province which slow down possibilities for introducing a more integrated curriculum.

University

In general it can take more than two years to introduce a curriculum change due to the several gates through which a proposal must pass within and outside the Faculty. Further, opposition to change can be stronger internally and/or externally due to weaknesses in the proposal or beliefs/images of home economics. Learning and understanding other party perspectives is a feature of change.

School and University

Lack of bridging mechanisms — workshops, new resources, consultants — to facilitate assistance of learning to use and design an integrative curriculum.

Employment demands require any curricula design work to be overload which can be disincentive.

Home Economics professional associations may or may not co-ordinate within.

Degree to which the home economics professional associations co-ordinate their activities and foster integration and understanding of the profession will influence the level of support given to designing and implementing integrated curricula.

Conclusions

The task of developing and implementing integrated home economics curricula at the school and university levels is in a transitory stage in Canada. Some provinces are farther ahead than others in their action. To understand integration of a curriculum in home economics one must also understand the mission of home economics. While the discussion did not speak specifically to the point, there is a need for educators to be adept at the skills of curriculum design in general. Developing and implementing an integrated home economics curriculum is further incumbered with problems at four levels: subject matter, student needs, teacher/educator, and decision making agents. As curriculum specialists, working together in teams and sharing beliefs is critical and fundamental to integrative designing of curriculum in home economics.

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The Canadian Institute of Chartered Accountants has published *Financial Reporting for Non-Profit Organizations: A Research Study*. The study suggests accounting principles and reporting practices for all types and sizes of non-profit organizations. It includes information on financial statements, budgets and methods of reporting grants and deductions. It is available from the Canadian Institute of Chartered Accountants, 250 Bloor St. E., Toronto, Ont. M4W 1G5.



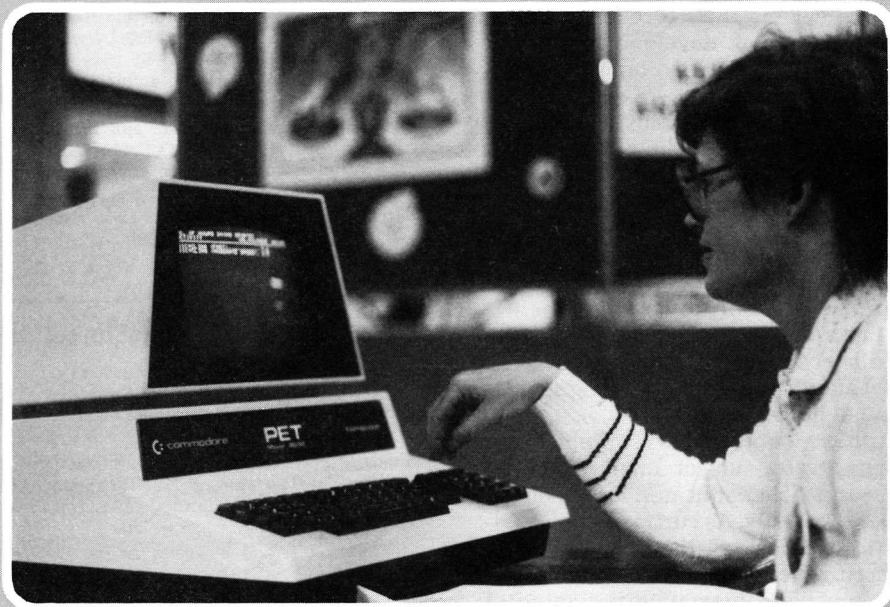


Photo courtesy of Alberta Agriculture

During the next ten years, computers are likely to have far reaching effects on the day to day life of families. This article explores one application of computer technology — the use of home computers in home economics extension education.

By the end of the 1980's the home computer terminal may be an essential household item. Paying bills, planning dinner menus, doing homework, conducting business, planning vacations and making theatre and airline reservations are just a few of the tasks people will be doing from their homes with the aid of a home computer. Pick up almost any journal or magazine and

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an article on home computers is likely to be included. *Automatic Housewife, You and Your Home Computer, The Home Computer Terminal: Transforming the Household of Tomorrow* — these are just a few of the titles from the many articles that give us an idea of what may be ahead as households become computerized.

Though interest in home computers as a household tool is relatively new, small businesses have been aware of their benefits for a number of years. Alberta Agriculture's Farm Business Management Branch, the members of which work closely with farm businesses in Alberta, have been exploring the role of home computers on the farm. Their interest in home computers as a record keeping tool, as a business analysis tool, as an aid to decision-making and as a teaching tool aroused interest within the Home Economics Branch of Alberta Agriculture. What role could the home computer play in our extension education programs?

What was Happening in the United States?

A survey of home economists in several U.S. states found that computers were being used extensively in several subject matter areas. Most of the computer programs were developed to run on large state-wide computer systems. Access to these

Home Computers — The Latest Extension Education Tool

Jean Wilson

systems was through portable computer terminals or mail-in questionnaires. The reaction to the use of computer programs in extension has been very positive. Tengel (1979, p. 17) states "The future for the use of computers in Extension programming looks bright indeed as we're living in the midst of an exciting revolution — the electronics revolution. Computers are a part of the revolution. Some say the impact on lifestyles will be greater than all of the changes brought on by the industrial revolution."

Though it was not feasible to develop programs for a large computer system, Home Economics Branch staff were encouraged to develop teaching tools for use on home computers.

Why Home Computers?

Home computers, or mini computers as they are often called, generally consist of three parts — a microprocessor (the computer power), an input device (a typewriter, disc or tape), and an output device (screen, printer). They generally come in two or three pieces and are fairly portable. All that's needed to get the home computer running is a 120 volt power outlet. Though small, they have about the same computer power as the large room size computers of ten years ago. For our extension programs, the computer needed to be 32K (this means it's able to store about 32,000 bytes of

information). This capacity allowed enough space for interactive messages, storage of data, and the use of the intriguing graphic features.

Alberta Agriculture had access to two PET computer systems and these were used by the Home Economics Branch to develop programs in both family finance and nutrition. The main objective of the programs in both these areas is to provide clients with information that will aid them in their decision-making.

Nutrition Programs

A winking robot introduces clients to the *Diet Detective Junior* program. This program analyzes an individual's protein, iron, Vitamin C and calorie intake for a 24-hour period. The program allows clients to interact directly with the computer by entering food intake for breakfast, lunch, dinner and snacks. Feedback is received on the intake of the four nutrients, as well as on the intake of alcoholic calories and caffeine. These are summarized on a printout and recommendations are included where indicated.

Diet Detective Junior appeals to a diverse population with varying knowledge levels. Young children to adults have all learned from this diet analysis. The District Home Economist has a prime role in interpreting the recommendations, and has an opportunity to provide additional follow up materials and/or information.

With the success of *Diet Detective Junior*, three other nutrition programs were developed. *Energy In — Energy Out* calculates the number of calories used by an individual for basal needs and activity needs in a twenty-four hour period. *Nutristar* analyses a daily diet for nine nutrients, and *Canada's Food Guide* presents a quiz of eighteen questions on the classification of foods into food groups. With the use of interesting graphics, these programs appeal especially to young people.

Family Finance Programs

Building on the theme of the *Diet Detective* programs, *Dollar Detective* was chosen as the name of the family finance program that helps families analyse their spending. It evolved from a similar program in South Carolina called *Speedy Spend* (Carmack, 1979, p. 9) that was programmed on a large computer system. To use *Dollar Detective* clients answer questions on family size, income and on the

approximate number of dollars spent on various budget categories. The family's figures are then compared to typical spending patterns for a family of similar size and composition. An individualized print-out includes remarks and cautions for the categories where the family's spending is particularly high or low. The program encourages families to examine their own values and goals so that spending reflects what they really want.



Families are also referred to Alberta Agriculture's publication series *Cope . . . with Family Finances* where additional budget information can be obtained.

Other programs are available in the area of family finances. A client may choose to run a *car-cost* program developed by the Farm Business Management Branch, or one of the commercially prepared *Loan* or *Mortgage* programs. Again, these programs allow analysis of one's own individual data.

Program Benefits

What benefits are there in using a home computer as a tool in extension education?

The home computer enables analysis of an individual or a family's own unique situation. It provides this analysis quickly and accurately. A computer program can assist the client in analyzing a situation whether it's related to food or money.

By using a simple program, clients have the opportunity to become familiar with a computer. They learn to punch the keys, to answer questions,

and they receive a response based on their own input. Some of the fears related to computers are lessened just by trying one out.

For the district home economist, a home computer is a new working tool, and the newness in itself is often appealing. It can add sparkle to an otherwise mundane program. Whether one uses the program at a fair, at a display in a shopping mall, at an office open house, or at a workshop there is a challenge in trying out the new technology. As well, the computer is a drawing card — something new and different in the community.

As the farming community in Alberta begins to view home computers as an essential part of their farm business operation and as families become more interested in what the computer can do in their home, it's essential for the district home economist to be familiar with the potentials of a home computer.

Alberta Agriculture is exploring ways to use computers and computer systems to provide information services and decision making models to both clients and staff. The initial exposure to computers through the use of simple programs will make the complexities of a detailed computer system a little easier to handle.

Program Problems

The use of home computers in extension programming is not without its problems. Development of the program itself is the first stumbling block. Subject matter specialists can develop the idea and the actual specifications for the program, but someone trained in programming is needed to make the idea workable. A computer specialist in the Farm Business Management Branch assisted with the family finance program, and a nutritionist with computer training programmed the nutrition programs. It's the time involved in programming — in developing the software — that makes computer programs expensive.

A program that runs on a PET computer will not operate on a *Radio Shack* or an *Apple* system without major programming changes. Programming procedures are not standard. As Alberta Agriculture obtains other home computer systems, the existings home economics programs will have to be extensively adapted. This will take time and money.

(Continued on page 144)

Beyond the Classroom: From Projects — To Print

Home economics classroom teachers are involving students in the learning process and challenging them in new ways. This article introduces two ambitious projects, their editors and some insight as to the development and outcomes of such undertakings.

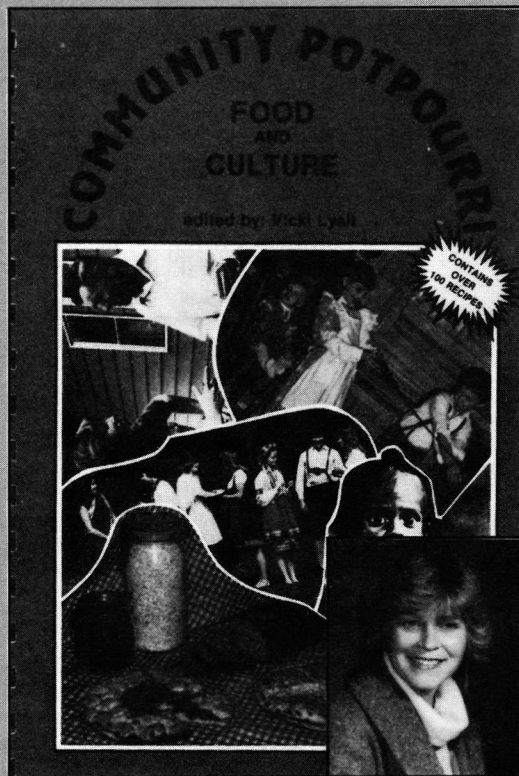
Community Pot Pourri:

Food and Culture

Vicki Lyall

In teaching, I believe the key to self-motivation and relevance for the learner is community involvement, for this is how a student can see the relationship between what is taught in school and the student's personal life.

Community Pot Pourri: Food and Culture began as a Community Food Science Project. The project was influenced by two related educational philosophies, confluent education and community education applied to a specific situation — the study of food in the secondary home economics curriculum. Students ranging in age from eleven to seventeen years, in grades eight through twelve participated. One hundred ninety-five students and fourteen teachers from the Western provinces were directly involved in the project. All of the students were enrolled in a home economics course either at the junior or senior high level. The objectives were as follows: to promote student and teacher involvement with the community; to provide exciting learning experiences relevant to the lives of students and relevant to the food science section of the home economics curriculum; to provide information about human and non-human resources available in the community; and to provide information about our Western Canadian heritage and culture related to the study of food. Two objectives sought as an outcome of the project were: to produce a written resource which would aid in planning relevant



learning experiences; and to present a variety of metric recipes suitable for laboratory use in the food science classroom.

After completing the design for the *Students in the Community Project*, projecting a budget and securing financial support from Alberta Education (October 1977), teachers kits were prepared and distributed (November 1977) to approximately one hundred and fifty home economics teachers in various parts of the Western Canadian provinces. Teacher kits consisted of a description of the project design, its goal and objectives, suggestion for individual class projects for each of the project concepts, and guidelines for implementation.

Thirteen class projects were chosen from proposals submitted and funding was provided to the teachers responsible for these projects (March 1978). Individual class projects were conducted during the spring and fall of 1978. Organization and editing began upon receipt of the completed class projects. Over one hundred fifty recipes were tested (March to August 1979). With final editing completed (December 1979), alternatives for publication of the manuscript were considered. Layout, artwork and printing was begun (Summer 1980) and *Community Pot Pourri: Food and culture* was ready for sale and distribution December 15, 1980 (unfortunately, just too late for the Christmas market).

Outcomes

One of the major goals of the project was to provide relevant learning experiences for the students through meaningful interaction with their communities. I have observed changes in my students' behavior which I attribute to the broad experiences which I could never have provided for them in my classroom. Communication skills improved and students acquired greater empathy for senior citizens and the societal changes these people have experienced. Students were learning the value of human resources and when and how to use many of the social services available in the community. They developed more of a spirit of community, displaying a greater pride in their heritage and greater acceptance and respect for people different from themselves.

The final product of this project is a book *Community Pot Pourri: Food and Culture*. The book is intended to be a tool which will promote experiences

similar to those which were carried out in the project. The book may also be used as a classroom resource for social studies or home economics to study food as it relates to various ethnic and social groups, or as a metric cookbook for laboratory use. The metric recipes have been designed with classroom use in mind making the book a particular asset for home economics teachers. Through such application the objectives of the project will become a reality for many students who were not initially involved with the project.

Take Time To Celebrate

Mary McIntyre

Take Time to Celebrate, a nostalgic look at Alberta's heritage, is a unique collection of historical tales, celebrations and ethnic recipes typical of Alberta — an appropriate Food Science project for that province's 75th Anniversary Year.

The gathering of material and its transformation into the 314 page volume involved close to five hundred food science, typing and art students at Henry Wise Wood Senior High School in Calgary.

Projects such as this cannot be undertaken without advanced planning, the cooperation of both administration and students, much hard work, some disappointments, a great deal of esprit de corps, and of course, a lot of luck. School classes being what they are — a unique group of different individuals each semester — one cannot just announce, at the term's beginning, that such and such a project will be carried out and done so in a prescribed way. The approach must be a little more subtle to gain a commitment from the group.

Basically there were three goals in becoming involved in this project. First, it would provide a vehicle for actual participation in Alberta's 75th Anniversary celebrations; second, it would create an awareness in participants and eventually in its readers of the rich and diverse heritage of Albertans, and it would provide an opportunity to have some fun, an important ingredient in learning.

Following the initial milestone of commitment, the next step was gaining approval and support of the

school's administration, which was no problem. A well thought out proposal and a commitment from students were positive assets in this respect, but it certainly helped to have an administration willing to take the risks involved in a project of this kind for the benefit of a tremendous learning experience. Jerry Braun, principal of Henry Wise Wood and new to the school, proved to be one of our greatest supporters, particularly throughout the rough spots.

To begin the project, province wide lists of names were amassed as possible sources of information — schools, district home economists, cultural and ethnic organizations, community, civic, and provincial offices, as well as the Alberta Food Processor Association members. Students wrote and addressed hundreds of letters which accompanied a general outline of our project and a request for favored and favorite celebrations with families, communities, whatever. This practical exercise probably taught a little geography since the letters went all over Alberta. Each student had the opportunity of making an individual contribution.

Meanwhile art students were told the theme of the book and a competition was underway for the cover design. Bids for cost of printing for the book were asked of three printing facilities, since Henry Wise Wood High School does not have a technical department. Contacts were made regarding funding. This proved to be our most difficult task as several proposals were acknowledged, then rejected. Meanwhile the administration continued support, this time in backing up funding as well as the phone and mail demands such an undertaking brings.

Soon, letters, pamphlets, even food samples and books began to arrive addressed to the students who did the initial writing. This proved to be a tremendous experience as the project became real! Semester change came and the incoming students undertook their part by contacting individuals and food processors whom they felt could add colour to the project. This group of students also acknowledged all the contributions — an important aspect of the experience since contributors included the Lieutenant Governor, the Lord Mayor of London (a native Albertan) the historian at Heritage Park, Calgary, local historical writers, the MLA for our school area, the grandson of the school's namesake,

and our area superintendent, a descendent of the McDougalls, pioneers in early Alberta. Some contributors sent materials for students use, so the Food Science 30 class put together many of the submissions. All this time business education students were typing the submissions which were now coming in quite regularly.

The foreword to *Take Time To Celebrate* was contributed by historian Dr. Grant MacEwan, former Lieutenant Governor of Alberta, and a great booster of home economists everywhere, particularly his former students at the University of Manitoba many years ago.

The project was slated to go to the printers at the end of April 1980 to be ready for marketing by June 15, prime time for Alberta 75 celebrations, visitor time in Calgary and school wrap up. Final editing appeared to be a monumental task and following many nights and weekends of a most enjoyable, yet still unfinished endeavor, the administration provided me with several days of total editing time away from the classroom. This proved to be

the salvation of the project and all 314 pages — pictures, celebrations, historical tales and recipes — were delivered to the printer on time.

As publicity was being readied for marketing the finished project, *Take Time To Celebrate*, black clouds loomed on the horizon. A teachers' strike began in late May and continued until late September. Fortunately, the book was being printed outside the school, so that proofing and such could be carried on. However, since June marketing was impossible, the next prime time would be fall selling for Christmas. Many individuals, organizations media outlets helped to publicize the book in October and November after contributors' copies were mailed.

The then Food Science 30 class appeared as a group in the *Demonstration Kitchen* at Round Up '80, Alberta Agriculture's fall show in Calgary. Each student prepared a "something" from *Take Time To Celebrate* while I emceed the two hour performance. "Show biz" was an enjoyable bonus.

Take Time To Celebrate has found its way into homes, libraries in schools and universities, as well as departments of agriculture, education and culture. It also has found its way into the hearts of its contributors, readers and creators, and has inspired its participants. What more can an educator ask for! ●

Vicki Lyall has a B.Ed. and M.Ed. from the University of Alberta. She is presently teaching at the Edwin Parr Composite High School in Athabasca, Alberta. In 1981 she received the Hilroy Fellowship Award for the design and implementation of the student, community and culture project. Alberta Education is using *Community Pot Pourri: Food and Culture* as a secondary reference for home economics in Alberta schools. She may be contacted via Community Pot Pourri, Box 342, Athabasca, Alberta T0G 0B0.

Mary McIntyre is a graduate of the University of Manitoba with a B.Sc. (H.Ec.). Her dietetic internship was completed at the University of Alberta Hospital, Edmonton. Further studies at the Universities of Saskatchewan and Calgary led to B.Ed. and M.A. degrees. She is a member of CHEA, ARDA, and CDA and has been a member of the Home Economics Curriculum Coordinating Committee for Alberta Education. Her students have been involved in three books over the years as well as competitions and appearances beyond the classroom. She can be contacted at 1231 73 Ave. S.W., Calgary, Alberta T2V 0R9.

Home Computers

(Continued from page 141)

Though it's true that the price of computers is decreasing, the five thousand dollar price tag for the complete system needed to run the programs has limited their use. Demand for the use of the programs by district home economists has exceeded the availability of the computer. But it's amazing how much travelling our PET has done!

Home computers are easy to operate. Three short entries are all that's needed to start *Dollar Detective* — but there's always the chance that something will go wrong. It's similar to the chance one takes when using audiovisual equipment. Extensive training is needed so that staff are confident to work with computers.

What's Ahead

Many of these problems are the result of using new technology. As computers become a more integral part of extension programming, procedures and standards will be developed, training will be provided, and most of these problems will be alleviated.

It's well worth working to overcome these problems. The satisfaction of trying out something new, and the knowledge that home computers really won't be new for much longer is incentive enough to discover ways to use the computer to assist families with their decision making.

The use of computers as an educational tool is only one small segment of the larger challenge home economists will face as computers take on a more prominent role in our homes and in our daily lives. Will we be prepared to assist families adapt to the changes computer technology will bring?

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Note: The editors of CHEJ are interested in hearing of other computer programs being used in home economics. If you are involved in these types of pursuits, please write to us and let us know.

THE LINK is a quarterly newsletter published for home economists of countries participating in the International Family Planning Project of the American Home Economics Association, 2010 Massachusetts Avenue NW, Washington, D.C. 20036. THE LINK is published under a grant from the Population Office of the U.S. Agency for International Development, which is not responsible for its contents. If you wish to be placed on the mailing list to receive THE LINK, write to the above address.

The purpose of this newsletter is to share news, experiences, and opinions among home economists engaged in population education/family planning work. Written contributions are welcomed. To better serve as a global information exchange, names and addresses of contact persons for reported activities are included.

Editor: Carol Winch Purcell
Layout: Patricia Poston



Creating an awareness of disabled people is a part of Lee Bussard's busy life. He talks to about 3,500 students in schools per month. The article which follows tells you word for word what he tells students. He uses a slide presentation and in the article which follows, he explains what his slides are about and what he says with each slide. You will find his material interesting and thought provoking.

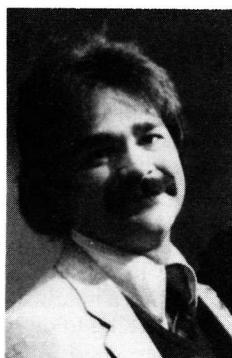
The Editors

Awareness of Disabled People

Lee Bussard

The first thing for us to keep in mind is that the word *handicapped* and the word *disabled* pretty well refer to the same thing — when we refer to people with handicaps and disabilities. Another word people use often is the word *cripple*. Cripple is a poor word to use when we refer to people that are disabled or handicapped. It is an old fashioned word and it is well for people to stay away from it.

Let us remember that there are many kinds of handicaps and disabilities. But I am not going to tell you about one particular disability, but will give an overall picture of people that are disabled to help you become a little more comfortable around disabled people and also to help you realize that disabled people are **people** first.



Lee Bussard is considered by many to be one of Canada's foremost spokesmen for the disabled. Despite his Cerebral Palsy he has achieved his high school matriculation and his two year college diploma in therapeutic recreation with many courses in social work and psychology.

Throughout the last few years he has been involved in over 18 telethons, co-ordinating the public awareness aspect of the show. He has worked with many disabled groups, including a year as director of Camp He Ho Ha, Northern Alberta's summer camp for the disabled. He has also sat on the Alberta Cerebral Palsy Association Board of Directors, Canadian Cerebral Palsy Board of Directors and the Alberta Advisory Board on Recreation for the Disabled, to name a few and was also Wetaskiwin's Citizen of the Year. Lee Bussard has also started his own company known as Awareness of the Disabled People Service. Lee Bussard has spoken to schools and service clubs throughout the country.



First Slide (Slide of a man with a seeing eye dog): One thing that we all want to be able to be is independent. We first become independent at the very young age when we begin to walk. Walking is one of the first physical things that we learn in order to be independent. Disabled people also want to be independent. That is why someone who is blind might use a seeing eye dog or a white cane. A seeing eye dog gets more training than any other dog and is good as a seeing eye dog only at a young age. Deaf people might use hearing aids or possibly even dogs in order to help them become independent. Another type of disability is growing old and elderly people very much want to be independent, too.

Second Slide (Slide of a gentleman on crutches): Some disabled people who can walk, but not very well, must use crutches or braces. Once again it is a way they can be independent.

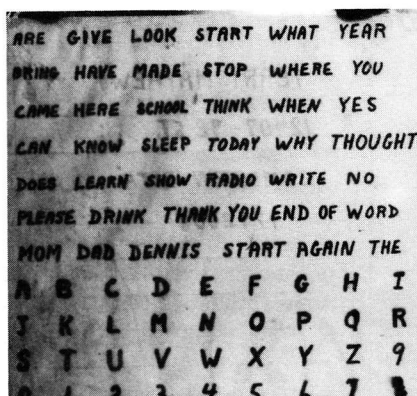
Third Slide (Slide of a gentleman in an electric wheelchair): Some disabled people cannot walk at all so they use a wheelchair to help them be independent. Have you ever heard someone saying "Look at the poor person in the wheelchair", or, "Ah, isn't that too bad to see a person in a wheelchair". But why not look at it this way, without the wheelchair it really would be too bad, or without that wheelchair they really would be a person to be pitied. There-

fore, the wheelchair really gives some kind of independence. There are basically two kinds of wheelchairs, one that someone can operate and wheel themselves, and one that people have motorized. This can be hooked up in a way that someone can use many parts of the body to operate a button to put it in motion, for example, by using one finger, the head, mouth, knee, or foot.

Fourth Slide (Slide of a disabled person eating): All people, no matter who, have to eat to stay alive. Another word for eating is the word survival. We all have to eat and drink to stay alive. Disabled people are no different. A lot of people think that because someone is disabled, in a wheelchair, or has some other type of disability, that person does not need as much energy so does not eat so often. Of course this is not the case as all people have to eat two or three times a day. Another thing to keep in mind is that often times when we see people eat in a public place we see how polite they are and how nicely they eat. When some disabled people eat they spill food or make a mess around where they eat. For someone watching them eat it may not look nice to their way of thinking. But if someone does make a mess while trying to eat in a public place or anywhere, *SO WHAT!* So if disabled people eat in this manner and other people around get offended that is something other people have to deal with. Disabled people eat the way they have to eat and that is just the way it is. They are not hurting anyone by it. There are of course many other disabilities involved with food alone. For example, diabetics may not be able to have a lot of sugar or people with heart problems may not have a lot of salt.

Fifth Slide (Slide of someone doing sign language): Another important thing that we do all day is communicate. Communication is very important in our society. The way people communicate most often is through body language. The way they use their eyes, their facial expressions, and their body. That is why with disabled people, if they cannot verbally communicate, you should watch how they smile, frown or use body gestures. Another form of communication is touch. When we greet people we shake hands. In sports they slap people on the back and so on. There is nothing wrong with touching someone while talking with them and with disabled people it is no different.

Sixth Slide (Slide of a word board with everyday words, the alphabet, and numbers 0-9): This is a word board used by a person who can see and hear but cannot talk so they point to what they want to say. There is a computer out now which is shaped like a calculator and when the right combination of numbers are punched into it, the words come out. There are also machines that enable deaf people to use the telephone. It is important when communicating with people in a wheelchair to try and get on their level while talking to them. Try crouching down, or sit across from them so they are not straining their necks to look up at you all the time.



Seventh Slide (Slide of a man in a wheelchair at work): Working is another thing that is important to all of us and the disabled person is no exception. Many people think that if someone is in a wheelchair or walks and talks funny they are stupid so they would not be capable of a job. Disabled people are capable of doing many kinds of jobs if given the opportunity and the chance. To be able to work is a way to be able to contribute to society and the world around us. It is a matter of dignity, and self-pride important to all mankind. Physically disabled people are able to take on jobs the same as anyone. For example, they might be doctors, lawyers, or school teachers. Mentally handicapped people can be specially trained to function in a job within our day to day work force.

Eighth Slide (Slide of a person in a wheelchair going up a ramp into a house): A big problem for the disabled person is getting around in society. The way we build our sidewalks, shopping places, and public buildings is often not accessible to allow disabled people to go inside. Everyone, no matter who they are, have a right to go into a public building. Another thing we must re-

member is that when we build a building and make it accessible we are helping more than just the disabled people in a wheelchair, we are helping anyone with trouble walking, old people, pregnant ladies, small children, people with their hands full of many packages, et cetera. There is no reason why new public buildings going up in today's society should not be built to be accessible for handicapped people.

Ninth Slide (Slide of a flock of ducks swimming in the water): While you are looking at this slide, let me recap what we have covered so far. Independence, Survival, Communication, and Working, as you can see these things are important to all people, even disabled people. This is a nice slide to look at. When we look at people we usually become accustomed to them being nice to look at. There are many people, because of disabilities or disfigurement that might not be nice to look at. How do we react to people like this? Do we shy away from them or ignore them? We must remember that everyone has feelings and knows how to cry or laugh and disabled people are no exception.

Tenth Slide (Slide of a young man burned in a fire): Not like the last slide that was nice to look at, this picture shows a disabled person that may be hard for many people in society to look at because of his appearance. We have to accept people for more than just the way they look on the outside. Why not make believe that this young man was around you everyday. Within a week or so his physical appearance would not bother you and you would adjust to the way he looks. What it boils down to is the fact that the more we see disabled people the more accustomed we become to the way they look and act. That is why it is so vitally important for disabled people to be involved in our day to day activities.

11th Slide (Slide of a watch used by a blind person): This is the type of watch that someone who is blind uses to help them tell time. It is also used by people with learning disabilities — people who cannot read well, who are slow at writing, or another subject. For that matter all people, no matter who they are, have some kind of handicap. Whether it be trouble with something at school or trouble with something in the home. The neat thing about having a handicap is that you are always working to overcome whatever it may be.

12th Slide (Slide of a telephone): Do you ever think of the things we do each day like dial a telephone, put on our clothes, open a door, or eat our food? Do you ever wonder how you would do these things if you had no arms, or could not move from the waist down? We tend to take a lot of things for granted because we can accomplish them so easily. Maybe some day, just for a learning experience, have a time where you are disabled yourself, be blindfolded, plug your ears, tie your hands behind your back, or even use a wheelchair, and try to do things the way you always have.



13th Slide (Slide of a mentally retarded person playing the piano): Of all the handicaps we misunderstand, it has to be the mental handicaps. Also of all the handicapped people we make fun of the most, it has to be the mentally retarded. What do you hear little kids say often when playing and a disagreement arises, "Oh, you retard", or, "Boy, are you ever mental." What we must try to keep in mind is that mentally retarded people or mentally handicapped, as the preferred word is, are not dumb or stupid but their problem is that they are slow. They are capable of doing many things and people should realize that they do have potential and that the most important thing one must have is patience with the mentally handicapped.

14th Slide (Slide of a girl in a wheelchair, with a head brace, body cast, leg braces): This is a girl who needs special equipment to help her. She has feet braces to

help her straighten her feet out, she has a body brace to help her sit up straight in a wheelchair, and a head brace to help her hold up her head. Many disabled people need special equipment, for one reason or another — braces, hearing aids, and equipment to assist going to the washroom. A lot of the time people look at disabled that use special equipment and get very embarrassed or they point and wonder "What is that?" But there is nothing to be embarrassed about. People wear shoes to help them walk, so disabled people need special equipment to help them.

15th Slide (Slide of five girls in wheelchairs): These five girls are all sisters. There are many ways people become disabled. You may be born with it because of the fact that it runs in the family — a result of hereditary. It may be an accident at birth, for example, lack of oxygen, or, the way in which the mother bears the baby can cause a disability. An accident during life — a car accident, or a farm accident — or a disease or illness could cause disabilities. It is easy to understand then how anyone can become a disabled person. That is why it is important to look after yourself and take care of your body.

16th Slide (Slide of a girl in a wheelchair playing a guitar to a group): We all like to have a good time, go to parties, go out for dinner with our friends and families, or go to a movie. This is called having a social life. This is an important part of growing and developing into a better all around person and a disabled person likes to have as good a time as anyone else does.

17th Slide (Slide of a lady working around her home): When people get through school and college, there comes the time when they go out on their own. Many disabled people live on their own, do their own cooking, cleaning, and general housekeeping. This, once more, is a part of being independent, important to everyone.

18th Slide (Slide of a man driving a car using hand controls): Many disabled people drive their own cars. If someone cannot use their feet, the car may be hooked up in such a way that controls will be hand controls and vice versa.

19th Slide (Slide of a lady crossing the street with a white cane): Many times we see disabled people such as this and we want to help them as a first reaction. It is important to remember to

never do for a disabled person what they can do for themselves. It is also good to remember that if we are going to help, always ask first to see if they need help. A blind person uses a white cane as a means of identification. When we see someone with a white cane it tells us they are blind; someone in a wheelchair, someone on crutches, this tells us they are disabled in some way. Many people wear medical alert bracelets, if they have diabetes, or a blood disorder, or some sort of hidden disability that we should be aware of in case of an emergency.

20th Slide (Slide of a young lady holding a girl): This little girl needs help with everything — feeding, dressing, and going to the washroom. Other disabled persons, even though they use a wheelchair, may not need help with any of these things. That is why it is important not to put all disabled people together in one category; some disabled people need a great deal of help, some need very little. Also remember that disabled people are like anyone else, they have relationships. Disabled people get married, go out on dates and raise families. It is important to all people to receive and give affection, to have someone to talk to and to care about them and to care about as well as to love. Disabled people are no different in this respect, they have a need for affection and to have their sexual needs fulfilled the same as anyone else.

21st Slide (Slide of a man in a wheelchair smoking a cigarette): I am not saying whether it is bad or good to smoke and drink alcohol, but what I am saying is that just because someone is disabled, does not mean that they do not do this type of thing, the same as anyone else might. Many times we tend to think that disabled people are all little angels and goody goodies. Disabled people are like anyone else, there are bad ones and there are good ones — the disability does not change that.

22nd Slide (Slide of a large barge on a lake carrying wheelchairs and people as passengers): Recreation is an important part of everyone's life, the same is true for disabled people. Sports and recreation play an important part in their lives. Recreation can be anything from doing a physical activity to playing a quiet card game. This boat is built so someone in a wheelchair can go for a boat ride without getting out of the chair. It is a fact that sometimes disabled people do feel sorry for them-

selves. It is usually the case if someone is disabled after birth as after a car accident or a disease. The newly disabled person seems to live in the past reflecting on the way things were in the past and not accepting themselves in the present state. Therefore, recreation and getting away alone, as in outdoor camping, is a good way to get to know one's self and accept one's self with a positive attitude.



23rd and 24th Slides (Slide of two people in a wheelchair playing ping pong and a slide of a person in a wheelchair and a person on crutches shooting a bow and arrow): Participating in ping pong and archery are other sports that many disabled people can do. When the ping pong ball goes under the table or when the arrows need to be retrieved the disabled person must get them themselves, if possible. You should not spoil someone just because he or she is disabled.

25th and 26th Slide (Slide of people doing track and field, one person in wheelchair is doing discus and a slide showing a group of wheelchair people competing in a race): Disabled people compete in many sports including track and field, basketball, volleyball, floorhockey, and square dancing. These may be people in wheelchairs or people with other types of disabilities.

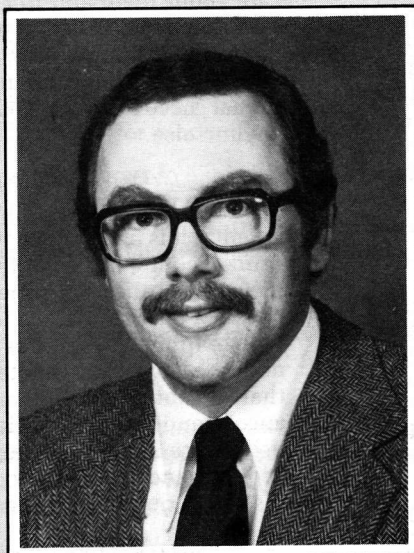
27th Slide (Slide of a lady working with her hands): The neat thing about many of the disabled people is the way they adapt by using their mouth or different

parts of their body. Some people with no arms may develop other parts of their body so they can use their feet and legs to do things. If they cannot do it the common way, they learn to adapt by trying it another way.

28th Slide (Slide of a man in a wheelchair that presses weights): I hope after today you all can be a little bit stronger. Not like this guy in the picture, I don't mean that kind of strong, but strong enough to look at a disabled person and see the **person** and then the disability.

29th Slide (Slide of a girl in a wheelchair working at school): Everyone must go to school, disabled or not disabled. It would really be ideal if disabled people could go to ordinary schools along with everyone else, but this is not always practical. There are special schools for the disabled people so they can have more time spent with them if necessary, and special equipment if necessary (i.e., typewriter or tape recorders). Wherever possible though, it is important to place disabled students into regular school systems. ●

New Research Editor



The Journal Committee is pleased to announce the appointment of Tom Abernathy to the position of Research Editor for the *Canadian Home Economics Journal*. Anne Kernaleguen, who initiated the referred research section of the CHEJ, has resigned from the position after devoting several years developing and maintaining its standard of excellence. Anne will assist Tom during a period of transition.

A specialist in family studies, Tom is originally from Portland, Oregon, where he received his Bachelors and Masters degrees in social psychology and sociology respec-

tively. After teaching at the University of New York for a time, he went on to the University of Georgia to receive his Ph.D. in Sociology. For the next six years he taught in the family studies area in the School of Home Economics at the University of British Columbia. In August 1980, he joined the faculty of the College of Home Economics, University of Saskatchewan to assist in developing a program in family and consumer studies and will assume the position of dean effective July 1, 1981.

Dr. Abernathy's most recent research, financed by Health and Welfare Canada, includes a study of the family and the treatment of chronically ill children. His publications include a book, *Sociology Of The Family*, which will appear in 1981, as well as numerous papers on such subjects as "The Law and Divorce in Canada", "How Canadian Adolescents See the Family: A Challenge to Family Life Educators", "Sexual Attitudes and Behavior of Rural, Urban, and Suburban Adolescents", and "Do Adolescents Believe the Employment of Wives is a Threat to the Marital Relationship?".

He is a member of the Canadian and American Home Economics Associations, the Canadian University Teachers of Home Economics, the International Sociological Association, the International Association of Family Sociology, and the National Council on Family Relations. In 1980, he completed two years as president of The British Columbia Chapter of the National Council on Family Relations.

While welcoming Dr. Abernathy to the masthead, we regret losing Dr. Kernaleguen and express to her, on behalf of the members of CHEA, sincere gratitude for the significant contribution she has made to the association and the profession through her dedicated work with the Research Section of the *Canadian Home Economics Journal*.

Beliefs, Awareness and Non-Structural Energy Conservation Practices of Public Housing Tenants in Winnipeg

Olivia S. Flynn

Nancy C. Hook

The purpose of this study was to examine the beliefs and awareness about Canada's energy situation and the adoption of non-structural energy conservation practices by public housing tenants. Seventy tenants in public housing in Winnipeg responded to a personal interview. Observations of household energy use patterns and structural characteristics of the units were recorded. Most tenants believed there was no energy shortage in Canada and were aware of the common non-structural energy conservation measures, but showed an absence of energy conservation conscious behaviour. The television and newspaper were the main sources of energy information while consumer group publications were considered the most reliable despite the fact that these were not used. Practices in thermostat setting behaviour, winter wearing apparel, transportation, and laundry indicate a lack of effort to conserve. Structural changes plus family behavioural changes by these public housing tenants could reduce total energy consumption.

Perceptions, Prise De Conscience et Types de Conservation D'Énergie Chez les Locataires des Logements Sociaux de Winnipeg

Cette étude se propose d'examiner ce que croient et ce que connaissent les locataires des logements sociaux concernant la situation énergétique du Canada et l'adoption de types de conservation d'énergie non-structuraux. Soixante-dix locataires des logements sociaux de Winnipeg ont répondu à une interview personnelle. Des observations relatives aux différents usage de l'énergie familiale et aux structures caractéristiques de ces ensembles ont été relevées. La plupart des locataires ne croient pas qu'il y ait une crise de l'énergie au Canada; ils connaissent les mesures non-structurales usuelles de conservation d'énergie mais ne font pas preuve d'une attitude consciente face au problème de la conservation d'énergie. La télévision et les journaux représentent la principale source d'information énergétique bien que les publications de groupes de consommateurs soient plus sérieuses; malgré tout, ces dernières n'ont pas été utilisées. Les différentes attitudes concernant le règlement de la température, l'habillement durant les mois d'hiver, les transports et la lessive indiquent un manque d'effort pour conserver l'énergie. Des changements structuraux ainsi que des changements dans le comportement familial, de la part de ces locataires des logements sociaux pourraient réduire la consommation totale d'énergie.

Olivia Flynn is Executive Secretary/Sales for All Weather Insulating Limited in Calgary, Alberta. She has a B.H.Ec. and an M.Sc. from the University of Manitoba. **Nancy Hook** has a B.S. from Iowa State University, an M.S. from Purdue University and a Ph.D. from Michigan State University. This research was conducted at the University of Manitoba, Winnipeg as part of a Young Canada Works Project, Canada Employment and Immigration, 1979.

Canada is no longer self-sufficient in the production of petroleum, a source of space heating fuel and gasoline, of which the residential/commercial and transportation sectors are substantial consumers (*Energy Update*, 1977). Yet the per capita demand for energy in Canada has not shown a significant decline despite rapidly escalating prices and pleas for conservation from governments and conservationists.

Clearly, Canada is faced with fairly serious problems of maintaining levels of supply at a cost within reach of all Canadians. One alternative to solve these problems is to decrease the demand for energy. This points to the necessity for a concerted effort by all sectors to make more efficient use of what is presently available and to use less energy.

Research has shown that beliefs, knowledge and the adoption of energy conservation measures are very closely associated with family characteristics such as income, employment, lifestyle and education (Morrison, 1975; Morrison & Gladhart, 1976; Bultena, 1976). Therefore, home economists, by virtue of their close association with families in an educational or change agent capacity¹, have a crucial role to play in promoting the conservation of energy resources in the home. Since conservation behaviour may depend upon the beliefs and values of individuals and families (Hogan, 1976), home economists need knowledge about current family beliefs and behaviour. Consequently, this research was conducted to assess current beliefs about the energy situation, awareness and knowledge of the energy situation in general and non-structural conservation practices² in a group of family public housing tenants in Winnipeg. The research focussed on public housing, firstly, because of the government's concern with the costs of subsidies. Increasing costs of energy are ultimately borne by the taxpayer who cannot afford to subsidize waste as a result of the inefficient use of energy. Secondly, the similarity in physical structure of the public housing units provided a means for controlling differences in structural factors.

Method

Sample. Two geographically separated family housing developments of row houses were selected because they were completed at approximately the same time in 1971 and are structurally similar. These row houses consist of two-storey units with full basements, similar floor plans, and from two to five bedrooms on the second floor. The exterior construction of the units in both areas is stucco and siding with R10 insulation in the walls and roof. The total number of row houses in one development formed part of the sample and the row houses in the other development were randomly sampled. A total of 138 addresses formed the sample. Excluding 27 tenants who were never contacted after four visits to their units, 63% of the tenants at these addresses (N = 70) agreed to participate in the project. All households paid their own utility bill for natural gas space heating. In one development the tenants paid their own electricity bill.

¹ For further discussion of the change agent and the relation of beliefs, values and behaviour, the reader is referred to Rogers, 1968, 1969; Krathwohl, Bloom, & Masia, 1956; and Rokeach, 1968, 1973.

² Non-structural energy conservation practices are those energy conservation practices involving action over which the tenants have some control, for example, dressing more warmly instead of turning the thermostat up in winter.

Procedure. A personal interview was conducted in June-July, 1979 with either the wife or female head of the household, or the husband residing at the addresses which were sampled. Prior to their first meeting with the interviewers, the tenants received a letter from the Winnipeg Regional Housing Authority explaining the research, informing them of the purpose, and requesting their consent to participate.

The research instrument consisted of objective and open-ended items to provide information in three major areas: (a) belief in an energy shortage in Canada; (b) awareness and knowledge of the energy situation in general; and (c) non-structural conservation measures employed by tenants (Davids, 1980, pp. 57-60). In addition, the interviewers observed and recorded descriptive information such as the location of the unit (interior or end); presence and location of trees; window and unit orientation; floor, window and wall coverings; and energy behavioural practices during the interview.

During October 1979, a set of follow-up questions were presented to the person who had previously responded to the interview schedule. The purpose of these questions was to provide additional information to assist in explaining responses to the initial interview schedule.

Results and Discussion

The majority of the respondents were female (83%) and most of the women were between the ages of 30 and 39 years (39%). Of the total sample, 46% were between 30 and 39 years, 26% were between 20-29 years, 16% were between 40 and 49 years, 9% were 50 years or over, and 3% were either 18 or 19 years of age. There were two adults in 44% of the households while 40% stated that only one adult was present. There were 180 children in the sample households with 51% between the ages of 3 and 11 years, 33% between 12 and 17 years and 14% under three years of age. Almost one-third of the respondents had completed grade 12, while just over one-half had no further training beyond their elementary/high school education. Just over half of the respondents reported their occupation as that of housewife, while another 40% are in clerical, skilled personal services, labourer, or supervisory positions. Spouses were employed in skilled positions (34%) or as labourers (28%). Monthly rent paid to the Winnipeg Regional Housing Authority, which is based on 25% of gross monthly income, ranged from below \$100.00 to \$349.00 per month with most households paying \$150.00 per month for rent.

Beliefs

A major finding of this study was that 65.7% of all respondents believed that there was no energy shortage in Canada while only 27.1% believed there is a shortage and the remainder had no comment or did not know when asked the question, "Is there a shortage of energy in Canada?" This finding was supported by the Decision Making Information Canada (1975) findings in which 50% of Central Canadians (Ontario and Quebec) were not aware of the extent to which oil supplies were limited and 33% believed they would last in excess of 20 years. Doering, Fezi, Gauker, Michaud and Pell (1974) also found 50% of their United States respondents believed there was no energy shortage. On the other hand, United States respondents in Thompson and Mctavish's survey (1976) believed that there was an energy shortage, a finding that could be attributed to the fact that slightly more than 50% of the

respondents represented the professional, managerial, clerical and sales group. In contrast, the majority of the public housing respondents in this study were representative of a lower education and income level. Cunningham and Lopreato (1977) found that belief in an energy problem increased as education and income increased.

In response to the question about their perceptions of the reasons for an energy shortage, 22.9% of all respondents stated as a first choice that consumers were too wasteful and 14.3% that the shortages were due to poor management, control and distribution of resources (see Table 1).

Table 1
Perceived Reasons for an
Energy Shortage in Canada (N = 70^a)

| Reason | First Choice | Second Choice | Third Choice |
|--|-----------------|------------------|-----------------|
| (Percentage) | | | |
| Consumers too wasteful | 22.9 | 14.3 | 11.4 |
| Poor management, control and distribution of energy resources | 14.3 | 12.9 | 10.0 |
| Oil companies decrease supply on purpose | 11.4 | 8.6 | 5.7 |
| Too much exportation of Canadian resources | 10.0 | 15.7 | 11.4 |
| Foreign oil prices increasing | 8.6 | 12.9 | 20.0 |
| Reduction in supply of energy resources | 4.3 | 7.1 | 2.9 |
| No comment | 2.9 | 2.9 | 2.9 |
| Don't know | 4.3 | 4.3 | 11.4 |
| No answer ^a | 21.4 | 21.4 | 21.4 |
| Other | 0.0 | 0.0 | 2.9 |

Note: The questions asked were: "What do you think is (will be) the main reason for the shortage of energy in Canada? Second choice? Third choice?"

^a Includes those who do not believe that there is an energy shortage in Canada and who have chosen not to respond to this question.

It is interesting to note that only 4.3% of the public housing tenants perceived that energy shortages were due to reduced supplies. Similarly, most of Thompson and Mactavish's (1976) respondents considered waste to be the cause of the problem as opposed to decreased supply.

Other United States respondents surveyed by Bartell (1974), Doering et al. (1974), and the Murray study (1974) also believed that the oil shortages were contrived rather than a result of actual reduction in supply and the tendency was to blame the oil companies for the shortages.

Awareness and Knowledgeability **of Conservation Measures**

The newspaper, television and radio were the chief sources of energy information used by the tenants while consumer group publications and the television were considered the most reliable as reported in Tables 2 and 3.

Interestingly, respondents elected consumer group publications as the most reliable source of information despite the fact that they did not use them. This finding is supported, in part, by Cunningham and Lopreato's (1977) finding that the newspaper, television and newsmagazines were the main sources of energy information of their respondents.

On the basis of their answers to subjective and objective test items, respondents were judged to be knowledgeable with regard to non-structural conservation practices such as the use of draperies to maximize the use of solar energy, servicing the car regularly in relation to energy conservation, the relationship between opening the refrigerator door frequently and the accumulation of frost in

Table 2
Sources of Energy Information (N = 70)

| Source | First Choice | Second Choice | Third Choice |
|-----------------------------|-----------------|------------------|-----------------|
| (Percentage) | | | |
| Newspapers | 30.0 | 17.1 | 11.4 |
| Television | 21.4 | 31.4 | 20.0 |
| Radio | 11.4 | 18.6 | 8.6 |
| Inserts with utility bills | 11.4 | 8.6 | 7.1 |
| Friends | 5.7 | 4.3 | 10.0 |
| Magazines | 4.3 | 8.6 | 4.3 |
| Government publications | 4.3 | 1.4 | 5.7 |
| Consumer group publications | 2.9 | 2.9 | 5.7 |
| Professional people | 2.9 | 1.4 | 1.4 |
| Family | 1.4 | 1.4 | 2.9 |
| Politicians | 1.4 | 1.4 | 5.7 |
| Utility company people | 1.4 | 0.0 | 5.7 |
| Priests | 0.0 | 0.0 | 1.4 |
| School | 0.0 | 1.4 | 1.4 |
| Other | 1.4 | 0.0 | 5.7 |
| Don't know | 0.0 | 1.4 | 2.9 |

Note: The questions asked were: "Of the following sources of information where do you get most of your information on the energy situation? Second choice? Third choice?"

Table 3
Perceived Reliability of
Sources of Information (N = 70)

| Source | First Choice | Second Choice | Third Choice |
|-----------------------------|-----------------|------------------|-----------------|
| (Percentage) | | | |
| Consumer group publications | 17.1 | 5.7 | 11.4 |
| Television | 14.3 | 24.3 | 18.6 |
| Newspapers | 12.9 | 14.3 | 17.1 |
| Radio | 8.6 | 12.9 | 10.0 |
| Inserts with utility bills | 8.6 | 4.3 | 2.9 |
| Magazines | 5.7 | 4.3 | 2.9 |
| Professional people | 5.7 | 7.1 | 5.7 |
| Government publications | 5.7 | 7.1 | 5.7 |
| Friends | 4.3 | 0.0 | 2.9 |
| Utility company people | 4.3 | 5.7 | 1.4 |
| School | 2.9 | 2.9 | 1.4 |
| Family | 1.4 | 2.9 | 0.0 |
| Politicians | 1.4 | 2.9 | 2.9 |
| Priests | 0.0 | 0.0 | 2.9 |
| Other | 7.1 | 0.0 | 1.4 |
| No comment | 0.0 | 4.3 | 5.7 |
| Don't know | 0.0 | 1.4 | 7.1 |

Note: The questions asked were: "Which one of the following sources of information do you consider most reliable? Second choice? Third choice?"

the freezer compartment, turning the thermostat down when airing the unit during winter and dressing more warmly instead of turning the thermostat up in winter. However, observation by the interviewers and responses to direct questions about these same practices indicated that tenants may not be putting their knowledge into practice.

Although the majority of respondents (84.3%) believed that cutting down household use of electricity would assist in the conservation of Canada's energy resources, 44.3% felt that using less electricity would bring discomfort to their families. For those tenants already using a limited amount of energy as a result of their financial status, this may well be true. Other research has indicated that people in lower income brackets use less energy than do higher income families (Morrison & Gladhart, 1976; Newman & Day, 1975).

Non-structural Energy **Conservation Practices**

Space heating, transportation, and use of hot water are major areas of energy consumption in which tenants have control over their total utilization. Together these areas

comprise approximately 88% of household energy consumption (Hogan, 1978).

Space heating. In Manitoba space heating is the largest and most expensive consumer of energy (*Energy Supply and Demand in Manitoba*, 1974). In an effort to reduce space heating fuel demand as well as costs to the consumer, the federal government has suggested a winter day thermostat setting of 20°C (68°F) and 17°C (63°F) as an overnight setting (100 Ways, 1975).

The mean day and night thermostat setting used by tenants in winter was 21°C (70°F) while 72.8% of all tenants kept their thermostats between 21°C and 27°C (70°F and 80°F) during the day in winter, and 61.4% used these settings at night (see Table 4).

Table 4
Winter Thermostat Settings (N = 70)

| Degrees ^a | | Day | Night (bedtime) |
|----------------------|---------|--------------|-----------------|
| Fahrenheit | Celsius | (Percentage) | |
| 60 | 15 | 4.3 | 4.3 |
| 65 | 18 | 4.3 | 5.7 |
| 67 | 19 | 1.4 | 1.4 |
| 68 | 20 | 11.4 | 20.0 |
| 69 | 20 | 2.9 | 4.3 |
| 70 | 21 | 30.0 | 28.6 |
| 71 | 21 | 2.9 | 0.0 |
| 72 | 22 | 12.9 | 10.0 |
| 73 | 23 | 4.3 | 4.3 |
| 75 | 24 | 17.0 | 15.7 |
| 76 | 24 | 0.0 | 1.4 |
| 77 | 25 | 1.4 | 0.0 |
| 78 | 26 | 1.4 | 0.0 |
| 80 | 27 | 2.9 | 1.4 |
| Don't know | | 2.9 | 2.9 |
| | | X = 70.1°F | X = 70.1°F |
| | | S.D. = 3.9 | S.D. = 3.73 |

Note: The question asked was: "At which setting do you and your family keep the thermostat during the winter? List the day and night (bedtime) settings for winter."

^a Responses to the question were given in degrees Fahrenheit by respondents.

The majority of respondents, 78.6%, reported that other family members were happy with these settings; yet, 17.1% of all respondents stated that other family members preferred higher settings. In addition, 32.9% of those interviewed reported that other family members turned the thermostat up. The thermostat was usually turned up in the evening when the family was involved in non-physical activities. The tendency was for tenants to turn the thermostat down when away from the unit for long periods of time such as overnight or a weekend whereas during shorter absences from the unit, the tenants did not lower the setting. However, 30.0% failed to turn the thermostat down when away for long periods. The majority, 67.1% of all tenants, aired their units during the winter; of these, 60% failed to turn the thermostat down while opening the windows or doors.

Clothing worn by family members is an important factor to consider in relation to thermostat dialing practices, because use of sweaters may compensate for lower settings. In this study, the higher thermostat settings may be necessary since 45.7% reported that they never wore a sweater indoors in the winter while 42.9% said that they sometimes wore one. While the tendency was to wear warmer clothes on chilly days in summer, 13% still preferred turning up the thermostat to 21°C - 24°C (70°F - 76°F). During the winter, the use of more bedding and higher thermostat settings

seemed to compensate for the wearing of lightweight sleepwear and no sweaters. The use of high thermostat settings in these Winnipeg homes is contrary to the findings of Cunningham and Lopreato (1977), Doering et al. (1974), and Bartell (1974). Respondents in these studies reported turning their thermostats down.

Structural characteristics, such as wall and roof insulation levels of R10, may not be sufficient to prevent heat loss while insufficient caulking or weatherstripping could result in draughty areas around the windows and doors. A malfunctioning or poorly placed thermostat, the location and orientation of the units, and the location of trees in relation to the units could further assist in explaining the high settings. End units with more wall space exposed to the weather comprised 42.9% of the sample. The largest number of units (22.9%) faced the west, while most units had trees on the east side where most of the large window areas were located. There were only 28 young deciduous trees in the yards of the 70 respondents which could not possibly offer much resistance against the wintry winds or shade in the summer. The questions raised by these factors need to be answered before an effective program of energy conservation may be launched.

From the tenants point of view, the structural factors seem to outweigh the lifestyle factors in terms of the amount of heat loss experienced in these units. It appears that the thermostat setting practices of tenants will not change until they see structural changes implemented. Nevertheless, the possibility that lower thermostat settings could be used comfortably in conjunction with the wearing of warmer apparel indoors has not been considered by 45.7% who reported they never wore a sweater indoors in the winter.

Transportation. Transportation is second to space heating as a major consumer of energy. An alternative suggested for reducing demand in this area is extensive use of carpools and public transportation.

Of the 70 families interviewed, 57.1% owned one or more cars. Their cars were used for driving to work each day by 75% of the car owners and in 83.3% of these cases, the driver was the sole occupant of the car. Only one respondent reported the use of a carpool. Bultena (1976), Doering et al. (1974) and Thompson and Mactavish (1976) also found a very small number of respondents using carpools.

Laundry. The household demand for energy may be reduced by hanging clothes in the basement or out to dry as much as possible instead of using a clothes dryer. However, when asked if they hung their clothes out to dry, 80% of all respondents answered in the negative and the reason given was that there was no space for a clothesline. Observation indicated that families are using the basements for living space and public housing policy precludes the use of outdoor clotheslines.

Most of the respondents, 22.9%, did their laundry once a week while 20.0% washed seven times a week and 45.6% washed from two to six times a week. When asked if they were able to adjust the water level on their washing machines, 68.6% answered in the affirmative. Of those who were able to adjust the water level on their washing machines, 91.7% reported that they always adjusted the water level to the size of their loads. Of those who were not able to adjust the water level, 80% said that they always waited until a full washload had accumulated before they did the laundry. Most respondents, 32.8%, used warm

water for all their loads while 17.1% used hot for some and cold for some. The fact that the sample was comprised of families in the child-rearing stage of the life-cycle with many children of diaper-wearing age and with the majority of the spouses employed as labourers could explain the frequency with which laundry was done and the preference for using warm and hot water to sterilize the diapers and dissolve the grease in the work clothes.

Conclusion

This study may be considered exploratory in view of the paucity of Canadian data on the household use of energy and the number of major considerations which surfaced during the research. Lifestyle factors such as the preference for turning up the thermostat rather than wearing warmer clothing in winter, the toleration of high humidity levels produced by many loads of laundry a day and other household activities, and the freedom of thermostat control by several people in the household need to be examined further in conjunction with structural characteristics.

Research into energy use in the home should ideally be conducted over a longer period of time, at least one year, in order to allow for seasonal changes in consumption, record keeping and periodic discussions with families about energy matters. Possible inaccuracies brought about due to dependence upon recall by tenants could be reduced by keeping detailed diary records of practices. In addition, information about actual energy consumption could be obtained by taking frequent utility meter readings and keeping automobile odometer and maintenance records.

An overall energy conservation program in public housing must consider not only tenant education but site orientation, design, landscaping, and provision of facilities such as line drying. Joint efforts on the part of public housing authorities and tenants should present a marked reduction in total energy consumption.

Functions of home economists already working with families could include continual assessment of family behaviour in energy consumption, the development of educational materials and programs based on the assessment, and transmittal of energy conservation education, for example, through television or on an individual basis as part of an interview to assess current practices. Since space heating, transportation, and water heating are the major users of energy by the household, home economists should focus their efforts in these areas. •

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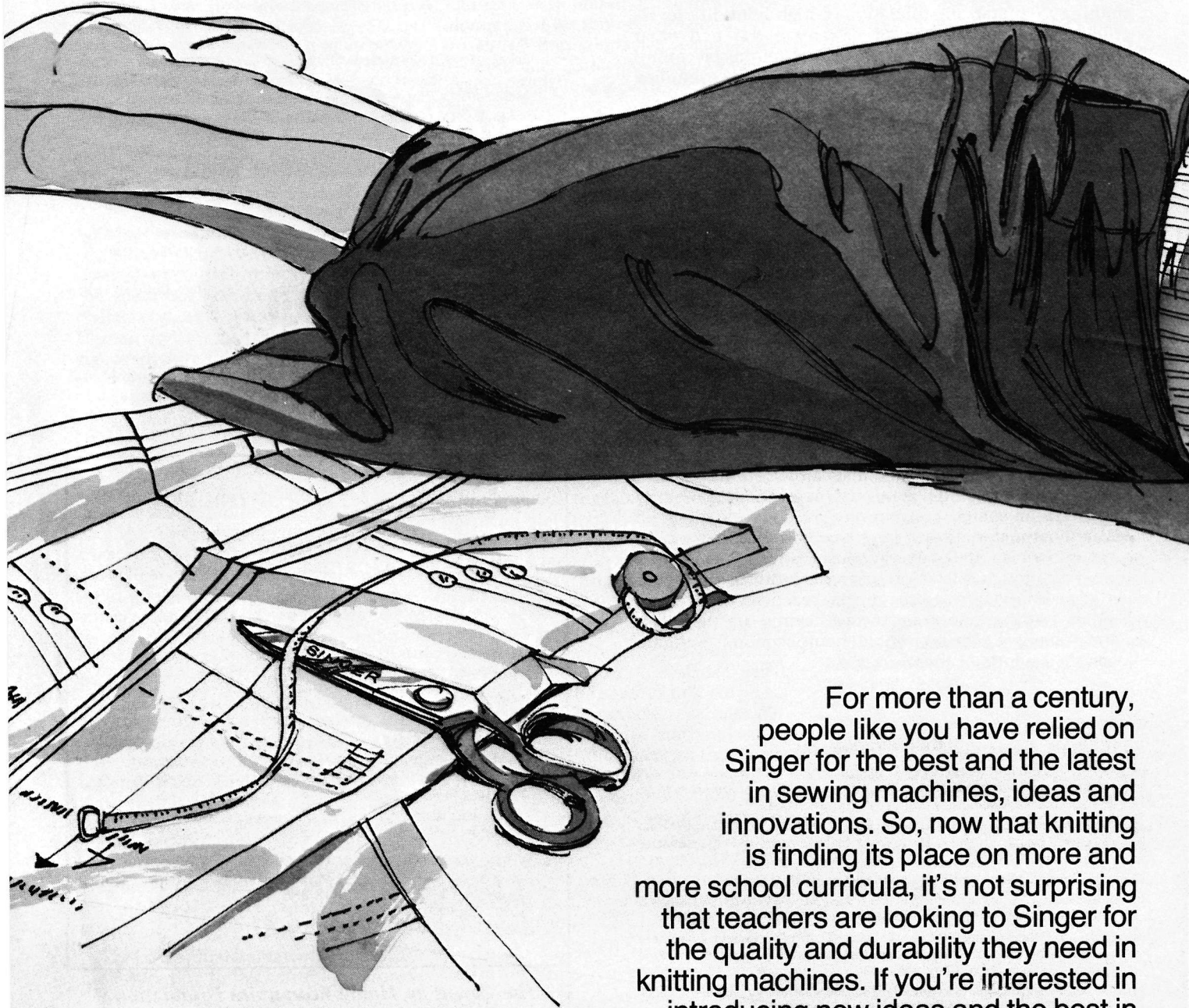
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View Point on Higher Education

Human Ecology Where is it Now? Where is it Going?

The following is an excerpt from "Evolution of Human Ecology" by Beatrice Paolucci as it appeared in the *Human Ecology Forum*, Winter 1980.

Beatrice Paolucci is professor of family ecology at the College of Human Ecology, Michigan State University. She is co-author of *Home Economics: A Definition*.

Developing human ecosystem paradigms.

The development of models of the "ecology of human development and of the family" is in its infancy. Notable examples are beginning to appear in the literature (Bronfenbrenner 1979; Bubolz *et al.* 1979; Paolucci *et al.* 1977; Deacon and Firebaugh 1975). Models represent the collaboration of scholars with disciplinary roots in the social sciences, and each is in the process of development, none to the stage of a theory.

The work of Bubolz, Paolucci, and Deacon and Firebaugh and their colleagues has combined the science of ecology with a system approach. Each uses general systems concepts that provide a holistic view of the knowledge generated while holding to scientific rigor. This schema allows one to analyze the complex, interdependent relationship between families, or between each family member, in terms of their physical, biological, and social environments. The focus is on information and energy flows into and out of families or households and on internal work activities, control systems, and costs and benefits to each family member, the family unit, or to other environmental systems. It presumes a measure of goal and value awareness by the family in directing its activities and shaping its life quality.

The conceptual frameworks differ in their attention to the natural environ-

ment, which sets the limitations of human development. If the new paradigms are to be ecologically valid, it is essential that chemists, geneticists, evolutionary biologists, and agronomists combine forces with social scientists.

The new knowledge will provide information for making decisions, but it will not provide answers about how humans *should* behave in their interactions with their environments. These are questions of ethics and are as important, if not more important, as understanding how the ecosystem functions empirically.

Human ecologists can play a significant and responsible role in reshaping human relationships, in helping write new scripts for human conduct, and in encouraging living in harmony with nature rather than controlling nature. They can also renew respect for the task of nurturing and caring for persons and help the family to resolve the work of the household. It is, in my opinion, in the small but significant decisions made in enduring environments that fundamental changes occur.

If the basic problems of the world are "unsatisfactory macrodecisions arising from microdecisions based on self-interest, then the obvious thing to do is to reverse the situation . . . perhaps by selecting appropriate national and planetary goals that are most in accord with the best available knowledge concerning human fulfillment — and then see what patterns of microdecisions would be necessary to achieve those macrodecisions" (Harman 1977). A major task of next decade is to give attention to the patterning of these microdecisions.

To do this will require concern, competence, commitment, and courage:

Concern for the everyday problems of people wherever they are and whatever their circumstances.

Competence to contribute to the solution and prevention of everyday problems by being both rigorous scientists and social philosophers.

Commitment of major resources, both talents and money, to the central problems of everyday living.

Courage to take a position on issues and take critical and responsible action to bring about orderly change so that human needs are met, human potential is enhanced, and a viable physical environment is sustained.

Human-environment problems will continue to press us. They will demand dedicated, creative scholars, willing to take risks and to work cooperatively rather than competitively. They will require the collaboration of natural scientists, social scientists, social philosophers, and engineers — working together toward a new synthesis of knowledge and action.

There are those who maintain that the integration of knowledge for solving compelling problems is not possible within a discipline-oriented university structure. They propose separate institutes composed of scholars who are problem oriented. Colleges of human ecology in land-grant universities stand as examples that defy that claim. They are comprised of scholars who represent the natural and social sciences and the humanities. They are problem oriented. They are in a unique and critical position in the university. If the colleges meet the challenge, human ecology can become "the most significant science of the last quarter of the twentieth century, both in its social importance and in its implications for the future development of science" (Biggens 1979).

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A Banjara Woman in Traditional Attire

Textile minded visitors in Hyderabad, an old and fascinating city in south central India, are intrigued by the colorful clothing worn by groups of women who do construction work in the area. These tribal women wear gorgeous, full-gathered red or varicolored skirts, mini-blouses, large shawls and considerable amounts of jewelry for everyday work, which often consists of carrying head baskets of earth or concrete from one part of a site to another. Their dress is noticed because it is so different from the usual *sari* and *choli* combination worn in Hyderabad or, for that matter, in any part of India. These women are called Banjaras.

A curiosity about the past and present of these people, the clothing they

wear, the changes in dress which are taking place, and the influence and adaptations of Banjara designs to other uses prompted this study. A strong and continuing interest over a ten-year period of visits to Hyderabad had led to searches in museums and museum libraries for information. Conversations with curators, librarians and Hyderabad residents have proved very

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In April 1981, Helen Bentley was presented with the Alberta Home Economics Fellowship Award in recognition of her concern and for contribution to home economics in Canada and abroad.

This paper is a result of independent investigations in India, Great Britain and Canada, June 1972 to April 1981.

THE BANJARAS OF HYDERABAD: • WOMEN'S FANCIFUL DRESS •

Helen S. Bentley

informative as have personal observations on the streets and on the construction sites in and around the city. The aid of the camera in recording dress has verified that a significant change is taking place in the colorful clothing of these women.

Banjara History

The Banjara people were traditionally a nomadic group. They have been described as a caste of carriers and drivers of pack-bullocks. Their original home is thought to have been somewhere in northern India. An early written record has a statement that a convoy of bullocks belonging to the Banjara grain merchants was seized in 1417 during differences between two members in a princely family (Nanjun-

dayya & Iyer, 1928). Banjaras continued to be carriers of grain supplies for army campaigns of Indian leaders into the 1600s, this being the period of Emperor Shah Jahan, the ruler who was inspired to build the Taj Mahal. The Duke of Wellington and other officers of the British Army contracted with Banjaras for movement of grain during military campaigns in the 1790s (Russell, 1916). But their occupation changed. W. Crooke (1918, p. 247) gave the following description: "With the almost complete disappearance of the Banjara *tāndā* or caravan from the roads of Northern India and the Deccan, the traveller misses one of the most picturesque types of Indian life. No one who has ever met one of their parties on the march with a string of pack animals and cattle for sale can ever forget the sturdy determined bearing of the men, and the bold confident appearance and strange dress of the women." Banjara women in our time still do present a picturesque type of Indian life, though their mode of living has been altered over the years.

Some Banjaras have settled in the Hyderabad area and are at present engaged in construction work on road-surfacing programs or on building sites. A fairly new residential section known as the Banjara Hills is so named because of these people, as is the recently built Banjara Hotel, also in this area. In fact, Banjara women were working near the hotel when the roadways around it were being completed just a few years ago.

Women's Dress

The design and the ornamentation of the Banjara women's dress have undergone some interesting changes over a period of more than a century. Records show that the clothing has been constructed and embellished in conformity to tribal custom by skilled needleworkers who were also excellent embroiderers. They used available materials in innovative ways. Ornamentation consisted of embroidery threads for stitchery and for tassels, bits and also strips of fabric for appliqué, small glass beads, larger metals beads, silver coins, mirror pieces, and cowrie shells. These small double shells have been used as a form of currency many years ago when in some localities the change for a *rupee* could be made only in this way (Russell, 1909). So it is understandable that cowries, like silver coins, continued to be highly valued and used for decorative purposes.

Les Banjaras d'Hyderabad:
habillement extravagant des
femmes.

Résumé

Cet article est une brève présentation de l'histoire des Banjaras, tribu de l'Inde, et de la tenue bariolée et insolite des femmes de cette région où les *saris* sont la forme d'habillement habituel. La tenue traditionnelle des femmes Banjaras et ses ornements y sont examinés et quelques changements contemporains y sont remarqués. Les motifs décoratifs et les techniques de points de couture des Banjaras — dont l'une est utilisée exclusivement par les Banjaras — sont une source d'inspiration pour les artistes d'Hyderabad créant des vêtements de style européen et nord-américain.

Abstract

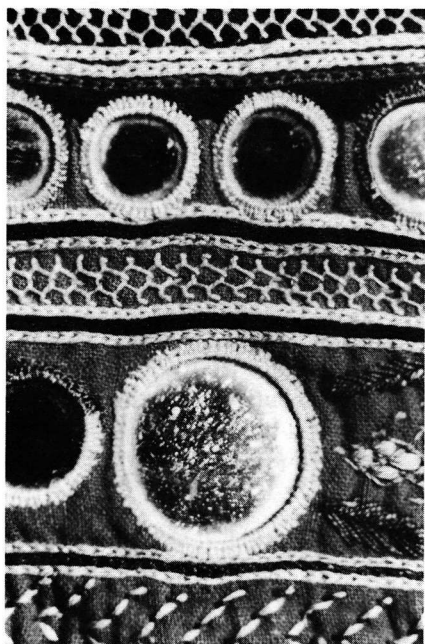
This article gives a brief history of the Banjara people, a tribal group in India, and of the unusual, colorful dress of their women in this land where *saris* are the customary attire. Traditional Banjara women's dress and its embellishment are investigated. Some contemporary changes are noted. Banjara design motifs and stitchery techniques — one of which is used only by Banjaras — are inspirations for Hyderabad artists designing European and North American styled clothing.

The full-gathered long skirt traditionally was and still is made of fairly firm, somewhat coarse red cotton fabric, and is sewed to a wide snug-fitted waist band. Both skirt and band are profusely decorated. Anthropological information written in 1869 and reprinted later described the red or green skirts as having double rows of cowrie shells sewed along the hemline borders (Russell, 1916). A study of photographs in the book shows that some skirts had contrasting colored bands of about eight centimeters in width at the hemline, these bands being decorated with cowries on the upper and lower edges. Some skirts had several bands of color in differing widths placed in

various gradations up to the waistband. Appliquéd fabric and embroidery were used. A later study confirmed the continuing use of a coarse cotton fabric called Karwar cloth in red and green colors for Banjara skirts (Thurston, 1909) as did a still later study (Nanjundayya & Iyer, 1928).

The Hyderabad Banjara blouses are somewhat loose garments which must most certainly be related to the blouse shape traditionally used by some groups of women in the state of Gujarat, an earlier locale of the Banjara people. The Cutch blouses from Gujarat and the Banjara blouses have somewhat similarly shaped front panels and close-fitting sleeves. Differences show the Banjara back pieces to be longer and tied not only at the neckline but also at a location somewhat above the waistline with decorative strings of some kind. Early reference is made to the blouses as breast cloths which were profusely ornamented with stitchery and with small pieces of glass and cowrie shells. Photographs show that the blouses extended below the waistline in the front and were worn outside the skirt (Russell, 1916). In a photograph from 1928, the women there also had blouses which extended below the waistline and over the skirt. An interesting type of ornamentation, consisting of three decorative flaps with considerable needlework and edged with lead discs and tassels, was attached to the blouses. Two of the flaps fell over the breasts and the third was fastened at the shoulder area (Nanjundayya & Iyer, 1928).

The shawl, or mantle, or veil as it is variously named, has been an important part of Banjara women's attire. The shawl has always been of a large size which could more or less envelope the body and also cover the head of the wearer. Early versions were highly ornamented on the border sections with embroidery, appliqué and cowrie decoration. A corner of this shawl was tucked in at the left side of the skirt waist band, somehow draped to cover the left arm and then arranged over the "horn" on the head of the wearer. This horn, or *singh* as it was called, gave a noticeable style feature to the wearer, denoting that she was a married woman. The *singh* consisted of a small tapered wood stick about fifteen centimeters long. An illustration with an exceedingly interesting article showed the *singh* to have a kind of string braid attached to its rounded



Stichery and mirrors on Banjara skirt.

base, the braid being perhaps fifty centimeters long and terminating in several tassels (Crooke, 1918). The *singh* was placed upright on the top of the head, held in place with hair and draped with the shawl. This distinctive ornament seems to have disappeared by the time the 1928 photographs were taken. The women in one illustration were wives attired in their best dress and shawls but minus the horn.

Present-day Dress: Traditional and Changing Aspects

Traditional Banjara attire is worn by most women at the present time; however, some women, particularly the younger ones, are seen to have made some modifications in their dress. This phenomenon of changing and evolving clothing design provides for interesting study in an aspect of ethnology.

Authentic Banjara clothing pieces in the author's collection provided an opportunity for such a study. The articles, purchased from Banjara women, are of good-quality material and workmanship, and have been worn many times, proving that they are not tourist-type examples.

The skirt, eighty-seven centimeters in length and three meters in circumference, is made of rows of colored cotton pieces and a wide waist band. Nearest the waistline is a red band containing a narrow row of vari-colored cross stitches running through

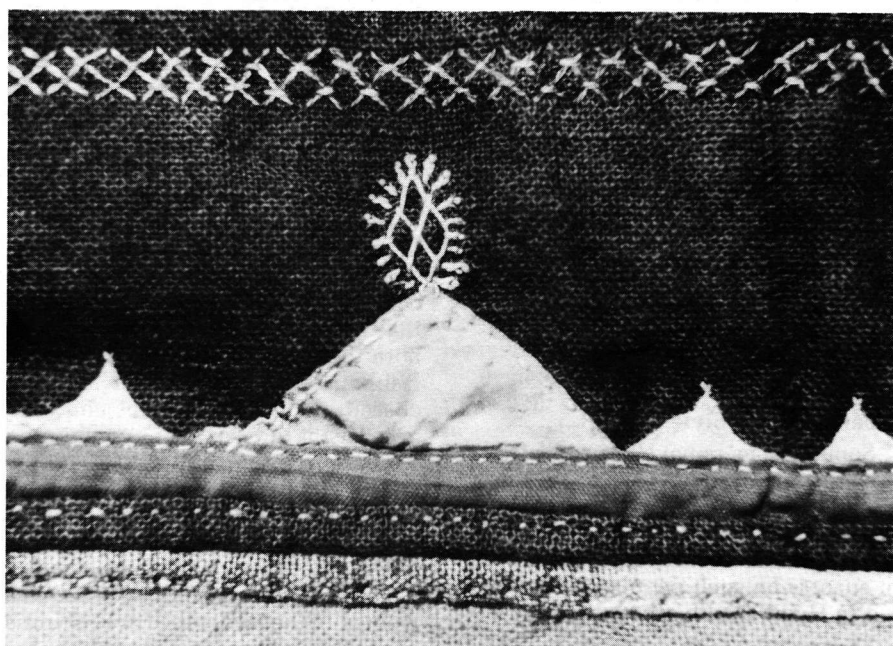
the centre; then a dark blue band with a cross-stitched row and a narrow pointed appliqué border accompanied by more stichery; then a plain orange band; then a green one with appliqué squares and small tassels; another plain orange band; and finally a very decorated multi-colored band at the lower edge of the skirt. This eight-centimeter wide piece consists of narrower bands of red, yellow and blue fabric decorated with three rows of cross stitch in yellow crossed with green, the stitches firmly secured by tiny additional stitches over the center of each cross ensuring greater durability. On the borders of this final band are rows of a fine white fabric appliqué in points somewhat resembling rick-rack. These edgings of small white points seem to be the present-day decoration replacing the cowrie shells of the late nineteenth and early twentieth centuries.

The waist band is an amazing eighteen centimeters in width and only thirty-two centimeters in circumference. There are at the top edge five bands of different colors, each about one-half centimeter in width. Then three wider bands each containing round mirrors and various embroidery stitches. At the very lower edge of the waist band on the left side only is a row of metal beads terminating in small colored tassels.

The bodice is composed of parts obviously made and decorated at different times and then fastened

together, suggesting that usable old parts are incorporated with newer pieces, making a lively combination of colors and fabrics. Red, blue, orange and yellow cottons constitute the materials used with one exception—a yellow-orange rayon section. All parts are lined with at least one layer of cotton fabric, providing strength and durability to the garment. The embroidery threads and stitches used give maximum effect on the right side of the article with a minimum of thread showing on the reverse side—a kind of economy also seen in the *phulkari* embroidery of the Punjab.

The decoration on the bodice is typically Banjara because there are the three flaps as described earlier, each individually, symmetrically and beautifully designed. As well, there are various rows of stichery on the bodice, the most frequently used stitch being one only the Banjaras use (Reddy, 1976). This is made with a single strand of cotton thread about the weight of number fifty sewing thread. The stitch resembles a kind of twisted chain stitch, each one always separated from the next by about two-tenths of a centimeter, thus producing a finely spaced decorative border around the large mirror pieces. In addition to the Banjara stitch, the cross stitch, blanket stitch, herringbone stitch, and close herringbone stitch, there are small glass beads, larger metal beads, tassels, two-paise coins dating from 1957 to 1964, and many



Applique and embroidery including typical Banjara diamond unit and Banjara stitch.

round mirror pieces several of which measure six centimeters in diameter.

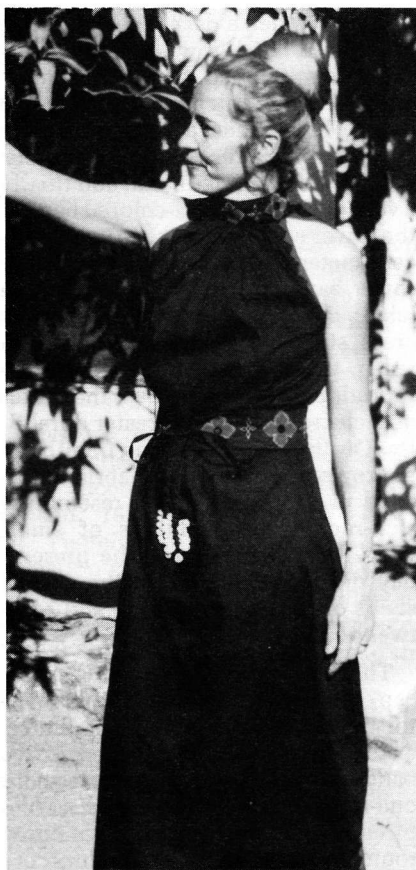
The shawl is the third important piece of clothing always worn by Banjara women. The shawl in the collection is one meter, twelve centimeters wide and two meters long. The fabric is dark green cotton with wide red woven borders which are accented with narrow white lines. At a position just off center in the shawl is a yellow plaid section composed of groups of six warp *ikat* yarns crossed by groups of four inlaid weft yarns. In this plaid area, which is forty centimeters on a side, are added five appliquéd units in yellow and orange hues, each decorated with mirrors and small tassels. Opposite this square unit on the one edge of the shawl is attached a band, six centimeters wide and fifty-four centimeters long, having stitchery, metal pieces, coins and mirrors which produce decoration but also because of the weights, must help to keep the head covering in place.

Recent changes are evident in the materials used and the decoration applied. Skirts are still in many cases made of the coarse cloth and decorated with various bands of embroidery and appliqué; but as the decade of the seventies progressed, some women were seen wearing skirts made of fabric which is commercially decorated by the roller printing method. The bodices in some cases have also been changed to the design of the close-fitting, short sleeved, short length choli which is worn with saris in India. Such cholis are usually a single color and do not have embroidery or other decoration. The mantle or shawl is the one part of the Banjara attire remaining in use in generally the traditional style when worn with the more contemporary skirts and cholis. These clothing variations, somewhat frequently observed, were verified at close view on the younger women assembled for a stitchery demonstration in 1977. The majority of older women in the group wore traditional dress.

Wearable-with Style

Some designers have been inspired by Banjara clothing designs and have made use of them for present-day fashions. Garments and accessory items produced with varying degrees of success by such people were studied in Hyderabad by the author.

Mohina Khanna, an art teacher in Hyderabad, has made an outstanding



Adaptation of Banjara design motifs to present day fashion.

contribution in a talented way by designing beautiful cotton wearing apparel using the Banjara motifs and techniques in a restrained yet decorative manner. The Banjara stitch, the traditional appliquéd square units and point edgings around openings and hemlines recall the same decoration used by the Banjaras. The belts for some dresses are embellished with stitchery, appliqué and mirror work, and terminate in string ties, as of old, with cowrie shell tassels. It is interesting to note that the people working for Mrs. Khanna are Banjara women who come to sew and embroider, thus making the projects more meaningful for both designer and workers. These fashionable clothing items are purchased and worn by ladies and children of the international community who are living in Hyderabad, and by visitors interested in distinctive and wearable articles from India.

Summary

The present-day clothing of Banjara women in the Hyderabad area of India is slowly undergoing change from the traditional styles worn in the late

nineteenth and early twentieth centuries. Some younger women are seen to be making and using clothing choices involving less traditional fabrics and colors for skirts, and somewhat less use of traditional bodices. The shawl seems to be the least changed article of clothing of the persons who are turning to non-tribal dress.

Very little information has been written about the dress of these people for several decades. Investigation is needed to search and to record the reasons for the designs, colors and embellishments used so that information concerning the clothing customs can be preserved. The following questions and perhaps others need answers:

- What was and is the cultural significance of the traditional decoration used on the dress of Banjara women?
- What is *marwar* cloth, how is it made and dyed, and is it still being produced?
- When and why was the *singh* eliminated from married women's attire, and is the *singh* still used on any occasions?
- When and why were cowrie shells eliminated from women's attire, or are the shells sometimes still used?
- Are there regional differences in the clothing designs of the Banjara women of the Hyderabad area, as compared to the Banjara women of the Mysore area or those of the Delhi area?

The clothing of these women should be remembered, their dress adequately described and recorded. ●

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SOLID FOODS AND INFANTS



THE CONFLICT BETWEEN PARENTS AND PROFESSIONALS

Lynda L. Clark

Résumé

Au cours de notre siècle, l'âge auquel les professionnels conseillent d'introduire les aliments solides a varié de deux jours à six mois et même jusqu'à un an. Une enquête sur les conseils d'alimentation des nourrissons dans plusieurs provinces révèle quelques variations dans les pratiques courantes. Les études de l'âge auquel les aliments solides sont introduits indiquent un écart considérable par rapport aux recommandations suggérées. Les solides sont ajoutés à l'alimentation des nourrissons canadiens pour calmer un enfant difficile, pour favoriser une nuit de sommeil, pour rassurer les parents quant au développement normal de leur enfant et pour céder aux cajoleries des grands-parents. Cependant, les recommandations récentes, en faveur de retarder l'introduction des solides, se fondent sur l'immaturité physiologique des très jeunes enfants. Un enfant de cet âge n'est pas capable de digérer, assimiler ou mâcher les aliments solides. L'introduction précoce des aliments solides risque d'augmenter les possibilités d'allergies et les solides risquent de remplacer le lait maternel ou le lait commercial de qualité nutritive supérieure. Les nourrissons ne devraient prendre des aliments solides en supplément du lait que lorsqu'ils peuvent s'asseoir à l'aide d'un support, contrôler le port de leur tête et les muscles du cou et montrer de l'intérêt envers de nouveaux aliments.

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Abstract

During this century, professionals have varied the ages at which they have recommended solids be introduced, from one year to two days, to six months. A review of infant feeding recommendations from several provinces show some variation in current guidelines. Studies of the age at which solid foods are being introduced shows considerable deviation from recommendations. Solid foods have been added to the diets of Canadian infants to settle a fussy child, to encourage sleep through the night, to give the parents satisfaction that the child is developing properly and in response to the coaxing of grandparents. However, the recent recommendations to delay the introduction of solids relates to the young infant's physiological immaturity. The child of this age is not able to digest, manipulate or chew solid foods. The early introduction of solid foods may increase the possibility of allergies and solids may replace nutritionally superior breast milk or formula. Infants should receive foods in addition to milk when they can sit up with support, have control of their head and neck muscles and can show a willingness to try new foods.

There are few topics which cause more confusion and which evoke more emotionalism than the feeding of infants. Controversy exists within the scientific community and among clinicians, lay groups and the public in general. Practices that were popular and recommended in the mid-1960's, are no longer encouraged or supported in the 1980's. The changes include the renewed promotion of breastfeeding, the extended use of infant formulas, the discouragement of the use of low fat milks and the delay in introduction of foods other than milk.

The recommended age for introduction of solid foods has changed considerably during this century. In 1903,

solid foods were added to the diet at 11-12 months (Solis — Cohen, 1906). By 1920, solids were still seldom given to infants before one year of age. The medical profession began to change their ideas after this time and by 1930 recommended the introduction of foods in addition to milk at four to six months of age. Stewart reported feeding a variety of foods at four to eight weeks of age (Committee on Nutrition, 1958), and by 1943 two-day-old infants were receiving baby foods (Sachet, 1953). It wasn't until the early 1970's that pediatricians and nutritionists became concerned about overfeeding, hyperosmolarity and excessive weight gain. Investigation into the effects of early solid introduction was then undertaken.

Since that time, the recommendations have varied from three months of age to four to six months. A review of provincial guidelines shows some variation across Canada. British Columbia (1978) and Ontario (1978) recommend that infants receive foods other than milk when they are three to four months old. Saskatchewan (1979) and Manitoba (1980) are encouraging the delay of solid foods until four to six months of age. Nova Scotia Department of Health (1979) recommends a broader range of three to six months with the encouragement to wait until six months. The most recent statement of the Canadian Pediatric Society Nutrition Committee (1979, p. 381) reads that:

there is no nutritional reason to add solids to the feedings before six months of age. Some infants do appear unsatisfied with milk alone by the age of three to four months and then the gradual introduction of solids is not unreasonable.

Physiological Reasons for Delaying Solids

The question of when to introduce solids to the diet is of great interest in view of the research suggesting that early introduction of solids may lead to some nutritional and physiological problems. The very young infant is not physiologically ready for foods other than milk.

Starting at about four to six months of age and lasting until approximately one year of age, is the transition stage of development (Committee on Nutrition, 1979). This stage takes the infant from a diet of only milk to one of table foods. During this period the infant is developing the neuromuscular mechanism needed for recognizing the spoon, chewing and swallowing non-liquids. An appreciation for the variation in the taste and color of foods is also being developed.

The extrusion reflex disappears around three to five months enabling the infant to transfer food from the front of the mouth to the back. Prior to this age, the physiological phenomenon can be misinterpreted as rejection of food by spitting, rather than an inability to control the food (McKeith & Wood, 1977). The ability to swallow non-liquids is also established after this age.

The gastrointestinal tracts of infants are the most sensitive to foreign substances before the age of three months. During this time, defense mechanisms in the intestine are developing to protect the infant against foreign proteins that can cause allergic reactions. Avoiding the feeding of foods other than milk may reduce incidence of allergies especially among families with a family history of allergic responses. Exclusive breastfeeding is an important first step in the prevention to allergies and in the reduction of the incidence of infantile eczema (Myers, 1980).

The ability to digest and absorb other proteins, fats and carbohydrates increases rapidly at four to six months. The kidney's ability to handle osmolar load with less water is also developing. Prior to this, solids may increase the renal solute load and the risk of dehydration (Taiz, 1977). The young infant has low levels of amylase necessary for the complete digestion of starches (Auricchio, Pietra & Vegnente, 1967).

A recent study in Illinois, (Marlin, Picciano & Livant, 1980) showed that solid foods replaced nutritionally superior breast milk or formula in the diet. This could decrease the intake of several essential nutrients. Other research suggests that solids are added to milk, thereby increasing the calorie intake and the potential for overfeeding (Saskatchewan, 1979; Winick, 1980).

There are other reasons for delaying solids that are unique to the breastfed infant. Fomon, (1974) has suggested that the addition of solids to the diet of nursing infants may decrease the percentage of protein to total calories, to such undesirable levels as to affect the growth rate. Some vegetables have been found to interfere with the bioavailability of the iron in breast milk (Saarinen & Siimes, 1978). The introduction of foods other than breast milk also interferes with the immunological protection that human milk provides (Gerrard, 1974). In addition, the early introduction of solid foods has been associated with early cessation of breastfeeding, as the baby usually takes less milk, thereby reducing the supply of breast milk (Dixon, 1980).

In more practical terms, it is difficult to find a logical reason for introducing solid food early. Solid foods are time consuming to purchase or prepare and can be expensive (British Columbia, 1978; Manitoba, 1980). There is no evidence that solids will pacify a fussy infant (Winick, 1980) or help it sleep through the night (Clark & Beal, 1981).

When are Solid Foods Introduced In Canada?

In spite of the preponderance of evidence discouraging the feeding of foods other than milk to very young infants, the practice in Canadian homes differs significantly. Analysis of Nutrition Canada data showed the median age at introduction of solids between 1965 and 1971, was one month (Myers, 1980). More recently, a longitudinal study conducted by the H.J. Heinz Company of Canada in Toronto and Montreal showed that 64% of infants received solid foods during their first month of life and 79% were taking foods in addition to milk by three months of age (Yeung, Leung, Hall & Medina, 1979).

The early introduction of solid foods has been evident in other areas of the country. Mackey and Orr reported in 1978 that 100% of three-month-old infants in a Newfoundland study were given solid foods. Infants in Prince Edward Island also received solids early with 90% taking foods in addition to milk by the time they were three months old (Seamen, 1978). A study in Manitoba showed that solid foods were given to 34% of one-month-old infants, 63% of two-month-old babies and 78% of infants who were three months of age (Clark & Beal, 1981). In this study, bottle-fed infants received solid foods earlier than breastfed babies. At one month of age more than half (53%) of the bottle-fed infants but only 21% of nursing infants were taking solids. Juice was added to the diet of 17% of one-month-old infants, 31% of five to eight week old babies and another 18% received juice when they were between nine and twelve weeks old.

Why Are Solid Foods Introduced?

Parents introduce solid foods for a wide variety of reasons. In the Manitoba study, the most common responses were that the baby was always hungry, not settled, that their physician recommended it or to help the baby sleep through the night (Clark & Beal, 1981). They often thought the baby was taking too much milk and that solids would reduce this amount. However, one wonders what standards the mothers used for "too much". An average four-month-old infant, weighing 6.3 kilograms would need approximately 737 kilocalories each day. This could be met with 1.05 litre or 37 ounces of formula and should not be considered by mothers as too much. In the past, amounts larger than 30 ounces were the signal to start other foods. This need not be the case. Infants have small stomachs so they cannot eat much at one time. It seems logical that they should want to eat every three to five hours, depending on whether the infant is breastfed or bottle-fed. Infants go through growth spurts at approximately six weeks, three months and six months (Harper, 1962). At these stages, their appetites also increase for a day or two and they eat more than usual. An increase in the amount of formula given or an increase in the number of breastfeedings will meet the increased need. However, it is often these growth spurts that make parents think the babies are not getting enough milk and need solid foods.

There is no evidence that solid foods will settle the fussy infant (Sage, 1978). Babies who do sleep after being fed solids usually do so because of overfeeding. This is not conducive to the development of sound eating habits in the future and may interfere with the development of the appetite control mechanism (Myers, 1980). There is also no support in the literature for the belief that offering a wide range of solids in early infancy will facilitate later acceptance of these foods (Sage, 1978).

Harris and Chan (1969) investigated the age at introduction of solids relative to the recommended age identified by the child's physician and found 80% of infants receiving cereal and 52% taking fruit before one month of age. In spite of physician recommendations that mothers wait until the child was two to three months old to receive cereal, mothers seemed to act upon their own initiative or upon the advice of a friend or relative who may have fed solids to their children at the younger age. Another study of primiparous mothers showed that 30% of mothers reported that the decision to start solids was made entirely on their own, 30% sought advice from health visitors and 40% received advice from relatives, friends, books, general practitioner or their husband (Wilkinson & Davies, 1978). Parents also seemed to see the acceptance of solids as progress and often introduced foods for their own satisfaction.

The grandmothers of today's infants are the strongest supporters of the early introduction of solid foods. After all, that's how they fed their children and they grew up to be healthy and strong. Efforts are needed to make these women aware of the new research and practices that are meant to reduce the risk of problems within the first year of an infant's life.

When Is the Child Ready?

The recommended age for introduction of solid foods cannot be set rigidly. Each infant is an individual and needs more than milk at an age that is unique to each one. The

right age depends on the child's rate of growth, stage of physical development and level of activity. However, there are guidelines parents can use to help them decide when their child is ready. Between four and six months, the baby begins drooling, indicating an increase in saliva, and readiness for non-liquid foods (McKeith & Wood, 1977). Solids should be introduced when the infant is able to sit up with support and has control of the head and neck muscles (Committee on Nutrition, 1979). At this stage, the infant is able to indicate the desire for food by opening the mouth and leaning forward. The child can also indicate disinterest or satiety by leaning back and/or turning the head away (Fomon, 1974). Until the child can express these feelings, feeding solid foods will probably represent a type of forced feeding. On the other hand, if a baby seems unsatisfied after a feeding or demands more frequent feeds and will not take extra milk if offered, it seems sensible to begin solids (Wilkinson & Davies, 1978). From the time of the first feeding, the infant should be permitted to stop eating at the earliest indication of a willingness to stop. If this is to be encouraged the child must be old enough to communicate in some way to the individual who is offering the food (Fomon, Filer & Anderson, 1979).

In order to narrow the gap between the recommended age for introducing solid foods and the current practice, health professionals need to work towards giving a consistent message. Education about the possible harmful effects of the early introduction of solids and the benefits of delaying these foods is necessary for all parents. Careful explanation of the signs of readiness will help parents feel confident in introducing new foods when their child is ready. ●

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(Continued on page 172)

Sweatshops in the Developing Canadian Garment Industry

Rose Fedorak

Les "Sweatshops": Le développement d'une industrie des vêtements canadiens

Le but de cette étude documentaire était d'examiner l'émergence, le contrôle et la disparition éventuelle des conditions des "sweatshops" au cours du développement de l'industrie des vêtements canadiens. La facilité d'accès, la demande saisonnière, et une compétition féroce ont été citées comme raisons pour le développements de ces conditions. Comme aux États-Unis, des syndicats se sont développés pour améliorer les conditions de travail. La direction, ayant éprouvé le besoin de s'y intéresser, a formé des associations commerciales pour travailler avec les syndicats. On a offert, aussi, une protection aux enfants et aux femmes par des lois qui régissaient les salaires et les heures de travail. Malgré ce fait, beaucoup de "sweatshops" restaient cachés dans les bas quartiers et dans les petites villes, parce qu'ils étaient hors d'atteinte, ou faciles à ignorer. Pourtant, par suite des efforts unis du gouvernement, des syndicats, et des associations commerciales, les "sweatshops" ont fini par disparaître.

Abstract

The purpose of this review is to examine the emergence, control, and eventual disappearance of sweatshop conditions during the development of the Canadian garment industry. Ease of entry, seasonal demand and fierce competition were cited as reasons for the development of these conditions. As in the United States, unions developed to improve working conditions. Management, experiencing the need to become involved formed trade associations to work along with the unions. Children and women were offered protection through legislation controlling wages and hours of work. In spite of this, many sweatshops remained hidden in city slums and in small towns, because they were either difficult to reach, or easy to ignore. Eventually, however, through joint efforts of government, unions, and trade associations, sweatshops disappeared.

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Sweatshops can be described as places of work where an employee works incessantly in unhealthy conditions for shamefully inadequate wages. The employer is in control, and the employee feels that the only alternative to this situation is possibly starvation.

It is interesting to look at the development of the garment industry in Canada and examine the work conditions that existed between the late 1800's and the 1940's. The reasons for these conditions as well as the development of labour unions and trade associations and their role in improving the situation for the workers will also be explored.

Work Conditions

During the 1800's Canada's population was rapidly increasing due to immigration. This meant an increased market for ready-to-wear and a large labor force willing to work in the industry. Among the immigrants were skilled tailors who saw the opportunity to develop the industry in Canada. The work was simple, employees could be easily trained, and most of the tasks were suited to the weaker members of the population, women and children.

The term *sweatshops* brings an unpleasant picture to mind — many people crowded into dusty attics, run down warehouses, dingy rooms, working long hours for little pay. Poor lighting and ventilation, hot in summer, cold in winter, no drinking fountains, poor sanitation in washrooms, leaking gas and plenty of cockroaches, and diseases were not uncommon. It is not surprising that workers lasted an average of two years in these conditions (Solomon, 1958).

Manufacturers could justify these conditions. Competition was fierce, and cost cutting was the answer to producing goods at a lower price. Any low rental location was used to cut costs. Ease of entry meant that factories could be easily started with little capital, and people with little knowledge and skill became garment manufacturers. The failure rate was high, thus manufacturers would do almost anything to produce goods at an attractive price.

Work was seasonal. In the men's wear industry peak periods were in February to April and September to October with long hours of work and

lay-offs in between. The women's wear industry had four seasons which meant that there was little time between showings and delivery. This, plus rapid changes in ladies fashion demanded long hours of work.

Legislation provided some protection against extremely long hours and very poor pay. In Quebec the Factories Act of 1885 stated that the minimum age for factory workers was 12 for boys and 14 for girls. Boys under 14 could work a maximum of 10 hours per day and women and girls a maximum of 60 hours per week — except in emergencies — when they could work a maximum of 12 hours per day. The Ontario Factory Shop and Office Building Act which came into effect in 1884 offered similar protection, except that it prohibited the hiring of any children, male or female under the age of 14. There was no protection for men and boys over 14 until later in the 1900's (Scott & Cassidy, 1935).

In Quebec the Women's Minimum Wage Board (1926), and in Ontario the Ontario Wage Act (1921), offered protection for women and girls, but did little for men and boys. In fact in some cases men were hired for less than women to do the same jobs. Alberta and Manitoba passed legislation that prohibited the hiring of men for less than the minimum wage for women, (Scott & Cassidy, 1935). Most men, however, took jobs such as cutting that required more skill, and hence received higher wages.

Employers could get around the wage legislation because it related to the hours of work. One simply had to avoid counting all of the hours an individual worked, or overlook the time that a worker spent waiting for more work to arrive. If workers complained about wages or conditions, they almost certainly lost their jobs. Poor pay was better than no pay at all.

The Unions

Where a single person had no influence, numbers could make themselves heard, and unions became the norm. Educated and skilled workers became the leaders and worked toward improving wages and work conditions. The Amalgamated Clothing Workers of America, United Garment Workers Union of American, National Federation of Clothing Industry Workers and International Ladies Garment Workers Union were several that were formed in the early part of the 1900's.

One of the earlier strikes was in 1917 in Montreal staged by the Amalgamated Clothing Workers of America. The major results were gaining recognition for the unions, establishing collective bargaining and a permanent arbitration board for grievances, and reducing the work week to 49 hours (Rancourt, 1958). In Toronto similar gains were made without strikes.

The work week was further reduced to 44 hours after a successful strike by the United Clothing Workers Union in 1933, but investigations showed that, even several years later, 70 to 80 hour weeks were not uncommon (Scott & Cassidy, 1935). Obviously gains made by one union did not extend to other shops, and workers faced appalling conditions. People accepted the long hours and poor pay, in some instances as low as ten cents an hour, because they needed the money.

In 1937 a strike by the International Ladies Garment Workers Union also established a 44 hour, 5½ day week and increased the minimum wage. A 10 day strike in 1936 by the Montreal Dressmakers Union was an attempt to achieve the same goals, but met with much opposition from government as well as some sectors of the industry. The ILGWU was more powerful and was able to achieve the goals (*A tribute to the Clothing Industry*, 1958).

The Labor Gazette (*Wages, Hours and Working Conditions in the Clothing Industry*, 1948) reports that by the mid 1940's the majority of the factories had a 40 hour, 5 day work week although some still maintained the 44 hour week, time and a quarter or time and a half for overtime work and vacation with pay. A minority also reported some form of sick pay. Ten years later insurance funds and pension plans were included in workers' benefits (Rancourt, 1958).

The unions were able to improve conditions in the industry, but they were not without problems. Organization was difficult especially in Quebec where certain ethnic groups tended to settle in small communities and union leaders found it difficult if not impossible to communicate with the workers. It was also difficult for union leaders to reach these communities even to try to organize the employees. This was not as serious a problem in Ontario, as manufacturers tended to locate in larger cities.

A more recent example of this problem can be given. As late as 1962 it was

discovered that in Vancouver immigrant workers worked in drafty, poorly lit slum conditions for less than minimum wage. Unions could do little to organize these people because of the language problem, and workers tended to stay in the garment industry only as long as it took to learn the English language (Trevor, 1962).

The economic slump in the 20's and the depression of the 30's also created problems for the unions because these economic conditions created fierce competition between the firms. Poor management and poor marketing techniques led to the situation where the major retailers were in control. They could dictate the price of merchandise and manufacturers were in a position where they could only "take it or leave it". Non union shops could take the low prices and cut wages in order to compensate. Unionized shops found it extremely difficult to compete.

Manufacturing costs could also be cut by seeking low rental areas and studies show that firms were located in the slum areas of Montreal and Toronto (Scott & Cassidy, 1935). Many people tended to overlook the fact that slums existed and that people were forced to live and work in these areas. Many small towns also provided cheaper facilities for the factories as well as readily available cheap labor — people willing to work for almost any wage.

Many firms went out of business during the depression as demand for clothing decreased. Those that entered the industry were often people who had failed at some other venture and found the garment industry easy to enter. The more competition there was, the worse the conditions became as wages dropped to meet dropping prices of merchandise.

The government stepped in both in Ontario and Quebec and set up a Joint Board in Toronto and Joint Commission in Quebec to oversee the industry. Hours, wages and work conditions were monitored to see that benefits gained by union shops were also extended to non union shops.

Manufacturers' Organizations

Workers were not alone in organizing. At the same time manufacturers were forming associations for better handling of common problems. The first to organize in 1918 was the Cana-

(Continued on page 185)

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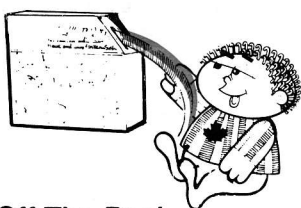
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Adolescent Pregnancies

Position Paper — Canadian Home Economics Association

This is a second position paper prepared by the CHEA, and like the first on Infant and Child Feeding, deals with a current social problem of much concern. After approval in principle granted at the National Conference in Saskatoon, Saskatchewan, in July 1980, the paper was revised and endorsed at the mid-year Board Meeting in Toronto in January 1981.

The paper clearly expresses the deep concern felt by Canadian home economists on the high incidence of adolescent pregnancies affecting progressively younger teenagers. It outlines the need for a better informed adolescent population, and much expanded support services. Recommendations and proposed action for individual members and affiliated groups are included. This paper represents the position of CHEA on adolescent pregnancies and the implications that the rising number of adolescent pregnancies has for the present and future quality of family life in Canada.

Cas De Grossesses Chez Les Adolescentes Exposé Engagé — Association D'économie Familiale De L'Alberta

Ceci est le deuxième exposé engagé préparé par la CHEA, et, de même que le premier concernant l'alimentation du nourrisson et de l'enfant, il s'agit d'un problème social crucial à l'heure actuelle. Après avoir, en principe, été approuvé lors de la Conférence Nationale de Saskatoon, Saskatchewan, en juillet 1980, l'exposé fut révisé et accepté par la réunion du conseil à Toronto, en janvier 1981.

L'exposé exprime clairement la préoccupation profonde ressentie par les économistes familiaux canadiens face au degré d'incidence des cas de grossesses chez des adolescentes de plus en plus jeunes. La nécessité d'une meilleure information en milieu adolescent et de services d'assistance plus répandus y est soulignée. Des recommandations et des projets d'action s'adressant aux individus et aux groupes affiliés y sont inclus. Cet exposé indique la position de la CHEA par rapport aux grossesses chez les adolescentes et les conséquences que le nombre croissant de ces grossesses représente pour la qualité présente et future de la vie familiale au Canada.

Introduction

In its constitution, the Canadian Home Economics Association states that "the overall aim of the Association shall be to promote the well-being of individuals and families, and to serve home and community life in Canada." Furthermore, referring to specific goals, members are encouraged to initiate programs, participate in existing ones and to call upon governments to develop and provide much needed services for the family.

The incidence of adolescent pregnancy has been much in the public eye of late, and members of the Canadian Home Economics Association are especially concerned. As professional home economists, we view issues from the perspective of the family as a whole, more traditionally concerned with physical health and well-being, but increasingly with its total social, emotional and psychologic-

al health. The Association is convinced that its recommendations towards a solution are based on sound, practical and realistic expertise and experience in many aspects of the human condition and family life.

It appears appropriate at this time to present a public statement pertaining to this serious social concern, and to propose recommendations for possible action by individual home economists and by the Canadian Home Economics Association itself.

Background

According to Statistics Canada, the teenage birth rate in this country climbed slowly from the 1920s, reached its peak in 1961, and since then has steadily declined. This decline is particularly noticeable in 1976, the last year for

which figures are available (Teenage Birth Rate: Canada, 1921-1976). However, these figures refer only to actual births and not to the number of adolescents who became pregnant. It is widely believed that the incidence of adolescent pregnancy is very much higher, and is steadily increasing in the younger teenage group, namely, those below the age of fifteen. The Canadian Paediatric Society (1979) acknowledges the present epidemic proportions of the problem, but states that the majority of adolescent pregnancies end in therapeutic abortions. Despite this, the large number of 18,147 births to adolescents was recorded in 1976 (Canadian Paediatric Society, 1979). As the birth rate to those over 20 has gone down over the past decade, this number is even more significant.

The Planned Parenthood Federation of Canada claims that there were about 50,000 adolescent pregnancies in 1979 (Planned Parenthood Federation of Canada, 1980). Attempting to obtain truly accurate figures for the past four years is extremely difficult. Such sources as hospital clinics, obstetricians and social service agencies have their own records but freely admit that, due to many factors, including the nature of the problem, complete up-to-date figures are not available at this time. What is known, however, is that adolescent pregnancies are occurring at an alarming rate and that programs to deal comprehensively with them and their consequences are desperately needed.

Rationale

The causes contributing to this serious social issue are many; among those of most concern to home economists are the deteriorating structure of family life and the increasing number of single parent families. This has led to alienation and lack of communication between many parents and their children. In combination with present day attitudes of a permissive society a decline in moral values and conflicting sexual role models, great pressure is placed on young vulnerable adolescents (Westlake, 1980, 1969). This situation is further aggravated by the media and advertising with its obsession with sex, and their constant emphasis on "instant" gratification and happiness. For most adolescents, emotional maturity and judgement has not kept pace with more and more rapid physical development. This has given rise to confusion, conflict and often rejection of authority, and of the family. One consequence appears to be increased sexual activity, and combined with immaturity and a surprising ignorance of basic biological functions, pregnancy all too frequently results (Young, 1977). While some efforts are being made to care for the pregnant girl and later her baby, the effect on the young father must also be considered. Depending on the degree of responsibility assumed, his action can traumatically alter his emotional development and future life goals (Schlesinger, 1972).

The implications of such pregnancies and recommendations to deal with the situation follow.

Physical and Medical Implications

It is already well known that the teenage girl is generally in less than optimum health, and is often the most poorly nourished family member (Nutrition Canada, 1973: Anderson, Peterson, Hargreaves, Thompson, 1981 in press). Bearing a child before her own growth and development are completed, exposes both mother and child to many health risks (Webb, 1976). This is particularly so where very young adolescents (14 year olds and younger)

are concerned and when the baby's health is especially threatened (Menken, 1972). High incidence of miscarriage, complications during pregnancy and greater likelihood of birth defects are real and recurring problems (Planned Parenthood Federation of America, 1976). Nutritional inadequacy is even more prevalent in teens of lower socio-economic status, as many have never experienced healthy food habits (Martin & Beal, 1978). The use of alcohol, tobacco and other drugs by teenagers also increases their health vulnerability (Mitton, 1980). Anemia and toxemia are also more common among young mothers compared to older ones (Canadian Paediatric Society, 1974). Pregnant adolescents seldom avail themselves of pre and post-natal services until the third trimester due to denial of their condition, ignorance or fear. The babies of such teenagers are more susceptible to developmental problems, and are likely to be physically and socially handicapped compared to their peers (Nortman, 1974). It is also more evident that younger teenagers are likely to become pregnant again sooner than older ones (Foster & Miller, 1980). There is evidence of definite correlation between the onset of menarche, the age at first sexual intercourse and the age at first pregnancy. As menarche appears to be occurring at a steadily earlier age, the risk of unplanned pregnancy to the very young adolescent is increasingly higher (Udry, 1974). These repeat close pregnancies can be devastating in their total life consequences for all concerned.

A final factor deals with mortality rates of both mother and child. "The maternal mortality rate from pregnancy complications is 35% higher for 15-19 year olds, and 60% higher for teens 14 and younger, compared to women in their twenties. The mortality rate for infants born to teens under 18 is nearly twice that of infants born to mothers in their early twenties" (Mitton, 1980).

Social Psychological Implications

Although the social and psychological aspects of adolescent pregnancy lack the concrete nature of the previous implications, they can be most damaging for the mother.

According to a recent article in *Family Planning Perspectives*, (Furstenberg & Crawford, 1978) "Many young mothers are themselves experiencing the developmental tasks of adolescence, consolidating their own interpersonal skills, working out life aims and achieving some sense of personal identity" (Udry, 1974). Small wonder then that "early parenthood creates an immediate crisis for teenage parents and their families, and often initiates a chain of events which may result in long-term disadvantage for the young parents and their offspring" (Furstenberg & Crawford, 1978).

Almost half of the pregnant teenagers are married when the birth occurs, but the likelihood of early divorce is very high. Twenty years ago, most who did not marry chose adoption for their babies. Nowadays, many seek abortion or increasingly prefer to remain single and keep their babies (MacDonnell, 1979). This is the group least prepared to deal with the constant day-to-day demands of motherhood and needs of a baby with resulting child neglect, and even child abuse among very young mothers (Woolner, 1979). Teenage mothers often expect those babies to provide the love, affection and intimacy they themselves did not receive (Polley, 1974). There is also evidence that the children of teenage parents are more likely to become teenage mothers

themselves, thus shortening the generation span, and increasing the family to be cared for (Baldwin & Cain, 1980).

It is obvious that much more adequate provision of child care services such as accessible day care centres operated at reasonable cost and realistic counselling of young mothers would help prevent some of these consequences. If existing social services and agencies could be structured to work co-operatively at various governmental levels, the benefit to young adolescent parents would be far reaching (Schlesinger, 1979). Too often, it would appear such services are offered in isolation with little connection to other aspects of support and care (Canadian Paediatric Society, 1979). Pregnant adolescents who receive support financially, emotionally and/or through child care, and preferably from their families, have a better chance of coping with the situation and its consequences than those who must depend on their own resources (Furstenberg & Crawford, 1978).

The influence of certain cultural family structures can also be seen in the support of the young adolescent and her baby. Often the importance of having children to add to the overall family is what matters most, and the illegitimacy is condoned. The conditions of receiving family support entail the young mother's acceptance of the authority of the family group and her willingness to contribute financially to it. In such groups, the children generally receive affection and care, the quality of which however tends to vary greatly (Furstenberg & Crawford, 1978). It is also interesting to note that the fathers of such children have far less defined roles but appear to be accepted and tolerated as part of the total family group.

In recent years, the change of distribution of Canada's population has also affected the future of illegitimate babies. Small tightly knit communities, often in remote rural areas accepted such children more naturally and easily than in urban and inner city areas. Now that our population is increasingly urban and impersonal, community support of this type for families is generally lessening (Barrett & Taylor, 1977).

Educational and Vocational Implications

In most cases of teenage pregnancy, the girl becomes a high school drop-out, often never returning to complete her schooling. Re-entry into school can be very difficult, the administrative and social structure of school systems sometimes making it almost impossible. However, it can be achieved through homes for adolescent mothers which provide physical and emotional care for the pregnant adolescent, along with continuing school studies (National School Public Relations Association, 1972; Kappelman, 1974). The success rate varies and depends on many factors but the need for more educational support in this form or better, is becoming much more pressing. There is an even greater need for opportunities to acquire job skills, especially for young single mothers. Unless family financial support is present, they almost inevitably have to depend on welfare payments. This dependency can easily become a way of life and perpetuates the vicious cycle of poverty and unemployment (Woolner, 1979; Birch & Gussow, 1970). If more day care centres were available, and controlled access to welfare plus more vocational programs to encourage attainment of job skills and training, it is possible that some of this vicious cycle could be eliminated (Howard & Eddinger, 1972). There is evidence that early pregnancy is

not the only factor in the tendency for such adolescents being unable to catch up educationally with their peers, but is the over riding one (Moore & Waite, 1977). This would support the tremendous need for sound programs in schools on sex education, family living and child development, starting in upper elementary grades (Gordon, 1973 & 1979). Present data indicates that to wait until high school is to wait too late.

It is essential that such educational programs be pedagogically sound and that accurate relevant facts be presented in a way acceptable to both educators and parents (Schulz & Williams, 1969). The overall objective is to provide needed information to school children and adolescents, supplementing that already given by parents. An ultimate outcome would be a better informed school population and an anticipated reduction of unwanted adolescent pregnancies.

Home economics is a long established part of most provincial curriculae. However those programs generally reach only a segment of the total school population and the need is apparent for all students. Present family life styles with often both parents working, and the increased number of single parent families seem to make these programs even more necessary. The opportunity to acquire information and skills is essential for young adolescents, both boys and girls, to help them towards their future life attainment and happiness.

Recommendations

Whereas "the overall view of the CHEA shall be to promote the well-being of individuals and families, and to serve home and community life in Canada"

Whereas the CHEA includes within its membership such professionals as educators, family counsellors, nutritionists and other home economists who work with people

Whereas the CHEA is deeply concerned about the effect of adolescent pregnancies on the quality and future of family life in Canada

It recommends that:

1. While recognizing that education can only hope to alleviate the high incidence of adolescent pregnancies, individual members and affiliates of the national association be encouraged to support and participate in providing.
 1. Courses in family studies, sex education and child development in all schools in Canada, as part of the regular school curriculum.
 2. Continued education for adolescents both during and after pregnancy.
 3. Support for vocational programs for adolescent parents.
 4. Pre and post-natal parenthood courses for adolescent parents.
 5. Pre and post-natal nutritional counselling for adolescent mother and child.
 6. Financial planning and budget counselling for adolescent parents.
 7. Day care facilities for the use of adolescent parents.
 8. Encouragement and assistance to existing social and other agencies involved with adolescent parents and children.

II. The national association asks each local and provincial home economics association to write to appropriate municipal and provincial governments recommending that:

1. Courses in parenthood, human development, and sexuality be incorporated into school programs through courses such as Home Economics and Family Studies and made readily available to all students.
2. Such courses as parenthood education, human development and sexuality to be incorporated or integrated into such programs as home economics, human sciences, natural science, moral and religious education, personality development, and health and physical education **at the elementary level.**
3. Professional support for continuing family life programs in the community.

III. The national association recommends to municipal, provincial and federal governments and other agencies to provide adequate support services needed by pregnant teenagers and adolescent parents, and that Canadian Home Economics Association members act as resource leaders in establishing family life training programs to facilitate the use of available resources and to develop further strategies for providing a healthy environment for individual and family members.

IV. Communicate to universities, provincial and federal governments, hospitals and other research bodies the need for research on adolescent parenthood.

V. Communicate to research funding agencies the need for support for research on adolescent parenthood.

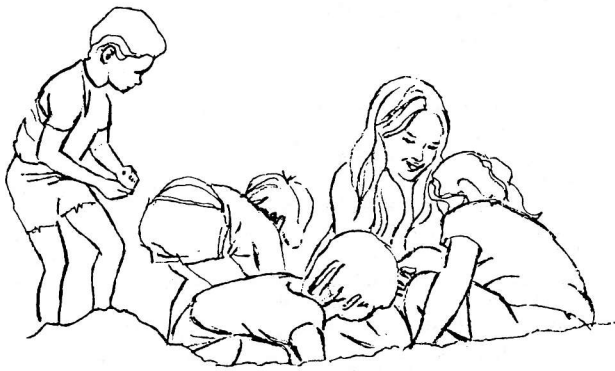
VI. Establish liaison with organizations with similar concerns for the purpose of information exchange and co-operation.

The CHEA presents these recommendations to its members and to its affiliated groups, urging them to show approval and support of this policy by action as professional home economists. Individually and collectively, members are encouraged to work towards a better informed adolescent population, a more aware public and a more supportive research base in Canada which the Association believes will eventually lead to a better understanding of the factors associated with adolescent pregnancy, particularly as it affects the early adolescent at risk.

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On The Community Front

*Patricia Hames
Ontario Provincial Director*

Many home economists become involved in the community as a natural outgrowth of their professional activities. As the competencies that are possessed by home economists are recognized by various groups within the large community, the role of the home economist in providing expertise becomes evident.

The knowledge explosion and the increased complexity of society have resulted in a confused public searching for understandable, dependable and relevant information. Looking for ways to ease this confusion by disseminating and providing accurate, up-to-date information about the trends in nutrition, home economists have formed nutrition councils in both London and Hamilton. The formation of these councils has enabled home economists to blend professional practice with community service. The councils are comprised of elementary, secondary and university teachers, home economists from the industrial community and free-lance home economists. The specific objectives of the London Nutrition Council include the following: to coordinate and participate in nutrition related activities within the community and to stimulate an interest in nutrition through sponsorship of workshops, forums, symposiums and other activities. Putting these objectives into action has resulted in sponsoring, in cooperation with the London Public Library, a series of nutrition-related talks during Nutrition Week. Members of the London Nutrition Council and its counterpart in Hamilton, the Hamilton and District Nutrition Committee have talked to numerous groups on such topics as: nutritious snacks, a balanced diet, good nutrition and the family budget, and the nutritional needs of young children and pregnant and nursing women.

Home economists from both groups have recognized the desirability of being visible and available to the public and have made good use of Nutrition Week for other purposes. In both cities, radio open-line shows have provided an opportunity for home economists to respond to questions posed by an interested and inquisitive public. Another way that both groups have interacted with the public is by erecting booths in local shopping malls. Colorful pictures have depicted good nutritional practise, pamphlets have been available and qualified personnel have been there to answer specific questions related to dietary problems. The London Nutrition Council will provide a book display for conferences and workshops and tend it all day.

In order to raise money to carry on projects and to produce a visual aid for instructional purposes, the London Nutrition Council has designed and produced a nutrition

mobile which was originally sold at the Spring 1980 meeting of the Canadian Dietetic Association held in London. This attractive and informative mobile has proven useful to both dietetians and teachers.

The London Nutrition Council has published pamphlets related to nutritious snacks and has distributed the pamphlets to doctors' offices and to schools. In Hamilton, the Hamilton and District Nutrition Committee has produced buttons, stick-ons and posters to highlight the theme of Nutrition Week.

Thus, the talents and expertise of the home economist have been utilized collectively for the promotion of the well-being of the individual and the family within the community.

The educational program required by today's students is far broader than that which can be provided by the educational system alone. In order for the educational needs of students to be met, it is necessary for the educational system to interact with the business, industrial and health services communities. Judi Binns, Supervisor of Family Studies for the Hamilton Board of Education has frequent contact with these people and by listening to the expressed needs is able to identify those areas which can be served by the knowledge and skills of a home economist. Thus, Judi is offering a community service by interpreting the role and function of a home economist.

The emerging awareness by various agencies of the need to help parents become more effective in raising children has resulted in the formation of the Parent's Education Board in Hamilton-Wentworth. This board endeavors to coordinate all parent education in the Hamilton-Wentworth area, to disseminate information related to parent education and to supply services relevant to parent education. Judi is active on this board both as a person dedicated to providing quality parenting and as an educator administering an area of study with the primary purpose of promoting the well-being of the family. The Junior League of Hamilton-Wentworth sponsors the activities of the board by providing a token payment for the volunteer coordinator. Home economists become involved in community service as a result of their professional responsibilities.

When Thelma Barer-Stein was a student and dietetic intern she began to question the practice of serving hospitalized patients food which was unfamiliar to them or even considered inedible. The need to understand the influence of a person's cultural heritage on food preferences has been a theme that Thelma has carried out into the community.



Courtesy CFPL-TV, London, Ontario.

Thelma Barer-Stein and guests during television show.

Teachers have invited Thelma to talk to their classes about food customs around the world. Thelma has spoken to the students in an honest, academic manner to tell them about the foods that are served for special occasions or used as a symbol of hospitality. She has been able to point out that each of us has customs that appear unusual to others. By explaining the reasons for some of these food practices she feels that the students are able to see their parents with new respect. She doesn't believe that students should be singled out to contribute information but if students want to contribute they do so in their own ways. Thus, students are perceived as resources of information rather than as being different from others.

Thelma has responded to the invitation to speak to dietetic and home economics students in their final year of university in order to encourage them to pursue their natural curiosity. She challenges them to consider why people eat differently. What foods did their mothers eat? Their fathers? What foods are served at funerals? At weddings?

Thelma has served as a consultant for the children's museum. Three themes that she suggested have proven to be of interest to children: lunches children take to school in different countries, different kinds of bread eaten around the world and snack foods of children around the world.

Television has proven to be an excellent medium for developing community awareness of the diversity of foods served around the world. Thelma has appeared on CFPL-TV London with guests of Japanese, English, Russian, Lebanese and Jewish backgrounds. Each of the guests has prepared characteristic foods and provided background information about the serving of the food.

This interest in the multicultural aspect of Canadian society has led Thelma into a study of teaching English as a second language. She has participated in a local conference examining the relationship among culture, language and values. She points out that everyone is part of an ethnic group with its own identity. She believes that through an understanding of one's self and an awareness of cultural differences that multiculturalism can be integrated into the life of all adults.

These Ontario home economists have shown that by extending professional practice into the community the nature of home economics becomes understood and the competencies of home economists identified. By working together these professionals are able to understand the contributions that each may provide as a service to the community.

Solids Foods and Infants

(Continued from page 163)

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UNIVERSITY OF SASKATCHEWAN

College of Home Economics

Applications are invited for a position at the Assistant/Associate Professor level in the College's Division of Family and Consumer Studies.

Either a Ph.D. or Law degree, together with study or work experience in a home economics program setting, is desired.

Duties will include teaching in family and consumer studies, and developing independent research.

Salaries are presently under review, but 1980/81 floors are: Assistant Professor, \$21,120; Associate Professor, \$27,478.

Those interested in this position are asked to send a letter of application and a vitae with the names of 3 references to: Dr. Thomas Abernathy, College of Home Economics, University of Saskatchewan, S7N 0W0. **Applications** are accepted until the position is filled.

Canadian Home Economics Association Conference, Toronto 1981
Congrès de l'Association canadienne d'économie familiale



CONFERENCE COMMITTEE, left to right, front row, MARILYN PEABODY (Treasurer), ANNE DONOHOE (Publicity), VALERIE BELL (Exhibits), EVE BEGLEY (Registration); back row, LINDA ROBERTSON (Hotel), JANE LANGDON (Publicity), FAY MANSFIELD (Tours and Printing), BETTY ANN CROSBIE (Chairman), ANNE SELBY (Program), BARBARA GREANEY (Registration), THORA DOLAN (Program), DORIS PRITCHARD (Secretary).

TO ALL CONFERENCE PARTICIPANTS:

We'd like to welcome you to Conference '81, taking place in Toronto, JULY 6 TO 9th. The Conference Committee and all the members of each subcommittee have been working enthusiastically and diligently to ensure this will be the very best Conference yet.

We hope the four days we've lined up will be memorable – the stimulating program; fun filled and exciting tours and social occasions; and the opportunity to meet and mingle with other home economists.

Toronto in mid-summer is truly the city at its best. Be sure and enjoy the blue harbour and the lakeside activities at Ontario Place, Harbourfront and the Toronto Islands.

I'd like to say a big "thanks" to all my hard working committee members who have spent long hours preparing for this event. Your satisfaction and enjoyment make it all worthwhile. **SEE YOU IN TORONTO JULY 6th.**

BETTY ANN CROSBIE
Conference '81 Chairman

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Florence Swan Retires



Florence Swan was born in Oxford, Nova Scotia, and lived there through high school graduation. She received her Home Economics Teaching Certificate in 1933 from Mount Allison and later returned to complete her B.Sc. in Home Economics (1938). She interned at the Saint John General Hospital where she earned her Certificate in Dietetics. These were the years of the "Great Depression" when both teaching and hospital positions were practically non-existent, so Florence worked in the Maritime Provinces and later in Montreal for the Canada Starch Company, first as demonstrator and test-kitchen supervisor, and later as their Consumer Consultant, *Jane Ashley*. In 1941 she was loaned to the Federal Department of Agriculture in Ottawa where she worked under the direction of Dr. Laura Pepper, then Chief of the Consumer Section.

In 1944 Florence was awarded a Bursary to the University of Toronto for the study of Nutrition with Dr. E.W. McHenry. In 1945 she was appointed Senior Nutritionist with the New Brunswick Department of Health, being responsible for nutrition education in the N.B. school system, and in community services including nutrition surveys, public health clinics, and supervision of dietetic services in hospitals and other institutions. She had a staff of four nutritionists who were responsible for various areas of the province.

Once again, *Swannie* was getting anxious to pursue further studies. In 1961 she was awarded a Fellowship from Columbia University for the completion of a Master of Science in Nutrition, following which she spent three months working in Alaska. She later served as Nutrition Education Consultant with the Department of National Health and Welfare in Ottawa.

In 1964 she joined the staff of the New Brunswick Teachers College in Fredericton, and for the next few summers took specialized courses in Home Economics Education at the University of New Brunswick, Mount Saint Vincent University, Columbia University, and The Pennsylvania State University.

In 1971 she returned to The Pennsylvania State University to begin work on a Ph.D. in Home Economics Education, which was granted in 1975. In 1973, when the N.B. Teachers College amalgamated with UNB, Dr. Swan became an Assistant Professor in Home Economics, Faculty of Education, and was promoted to the rank of Associate Professor soon thereafter. In the summer of 1975 she was awarded the Rouse Memorial Scholarship for graduate study. She retired in the summer of 1980 and was honoured at several events, including those held at the University of New Brunswick and at the Home Economics Council of the N.B. Teachers Association.

Throughout her career, Dr. Swan has combined Nutrition and Education in interesting and rewarding ways. She has been active in many professional organizations. Provincially, she is a Past President of the N.B. Home Economics Association, is a charter member of the N.B. Dietetic Association, and has held committee chairmanships in both associations. She has been presented honorary membership in both of these professional organizations.

Nationally, she is a life-member of the Canadian Home Economics Association and a member of the Canadian Dietetic Association, and has served on a number of their committees over the years. In 1972, Dr. Swan received the first Mary Clarke Memorial Scholarship from CHEA for graduate study, and treasures the friendships and ongoing contacts enjoyed with professional colleagues from coast to coast.

Other professional affiliations include membership in the CSSE, the Nutrition Society of Canada, the American Home Economics Association, and the CFBPWC. She served as Chairman of the Canadian University Teachers of Home Economics from 1975-1977, and has represented UNB for the past several years at annual meetings of the Deans and Directors of Home Economics.

Dr. Swan is a member of the Omicron Nu honor society, and maintains close ties with her friends and colleagues in the United States. ●



Abstracts of Current Literature

Submitted by
Département de diététiques
Laval University, Quebec City

A theme production activity model

T.F. Beutler and A.J. Owen
1980
Home Economics Research Journal, 9: 16-26

Cette étude a pour but d'élaborer un schéma résumant la théorie qui se dégage de l'analyse des activités de production de la famille. En reliant entre eux les concepts sous-jacents à ce genre d'activités, les auteurs tracent un modèle qui met en relief les principaux éléments du processus de décision et de gestion familiale.

Au point de départ, les auteurs définissant la famille comme une unité de production dont les activités sont orientées vers la satisfaction des besoins de ses membres. Dans ce contexte, on distingue plusieurs types de production. A la production commerciale à laquelle on attribue une valeur marchande ou d'échange, on appose la production familiale difficilement appréciable en termes monétaires. Dans certains cas, la famille produit des biens et services que le commerce pourrait lui offrir moyennant rétribution. Cette production dite domestique diffère de la véritable production familiale (i.e. éducation des enfants); celle-ci donne lieu à des interactions particulières qui la rendent quasi indissociable de la consommation. En ce sens, la production familiale est rarement monnayable.

C'est autour de ce concept de production que les auteurs élaborent le schéma théorique qu'ils nous proposent. Dans ses activités de production ainsi que dans sa participation à la production commerciale, la famille utilise les ressources humaines et matérielles disponibles. Les biens et les services qu'elle tire de cette exploitation doivent idéalement présenter les caractéristiques intrinsèques et extrinsèques susceptibles de combler les besoins de ses membres. Ces caractéristiques son évaluées selon leur uti-

lité, c'est-à-dire, selon leur contribution à la satisfaction des besoins familiaux. Logiquement, l'utilité des biens produits est jugée en fonction des préférences que la famille exprime, compte tenu de ses ressources.

Par le choix des caractéristiques des biens qu'elle veut produire, la famille définit le standard de vie qu'elle recherche. Par ailleurs, la différence entre le standard de vie désiré et le niveau de vie atteint indique dans quel sens la famille doit orienter ses efforts de production. D'où le dynamisme qui soutend le travail au sein de la famille.

En établissant un lien logique entre les principales dimensions de la production familiale, les auteurs présentent dans un ensemble cohérent les concepts de base en économique, sociologie, psychologie et autres disciplines que l'on applique généralement à l'économie familiale. En plus, ce schéma constitue un instrument de travail que les chercheurs et les professionnels auront avantage à utiliser dans l'analyse systématique des activités de vie familiale.

Françoise St-Hilaire

Consumers' nutritional ratings of fast-food meals

J.U. McNeal, D.E. Stem, Jr.,
and C.S. Nelson
1980

Journal of Consumer Affairs,
14, 165-179.

Cette étude tente d'évaluer la perception d'un groupe de consommatrices du Texas concernant la qualité nutritionnelle de quelques aliments vendus dans les restaurants McDonald's, Kentucky Fried Chicken, Burger King et Pizza Hut.

L'échantillon de 60 femmes de 24 à 68 ans a été choisi de façon à représenter deux classes socio-économiques distinctes.

Les sujets de l'étude devaient donner leur opinion sur les points suivants: valeur nutritive des aliments servis dans ces restaurants, contenu en calories, coût par rapport à des mets semblables préparés à la maison et dangers possibles pour la santé découlant de ce type d'alimentation.

Les opinions émises furent évaluées en fonction de la classe sociale des sujets et de leurs connaissances en nutrition. Les résultats indiquent que les personnes interrogées perçoivent l'importance de considérer la qualité nutritionnelle dans le choix d'un endroit où consommer ces aliments-minutes mais leur comportement ne semble pas s'accorder aux opinions émises. De plus, la classe sociale du répondant affecte sa perception, surtout en ce qui regarde la valeur nutritionnelle et le contenu en calories.

A une époque où la proportion des repas pris à l'extérieur de la maison augmente sans cesse et où des franchises des compagnies américaines choisies pour l'étude s'ouvrent dans toutes les régions du Canada, il est important que les éducateurs en nutrition et en comportement alimentaire tiennent compte de ces développements dans leurs cours de budget alimentaire et de nutrition.

France D. Shokrani

Non-store retailing: A new apparel opportunity.

Sidney Packard
1981

Apparel World 2 (1): 59

Les forces socio-économiques, les attitudes culturelles et les technologies nouvelles ont des effets marqués sur les types de produits du marché et sur leurs méthodes de distribution. Durant les trois dernières décades, les produits nouveaux développés à partir des dé-couvertes technologiques sont apparus à un rythme très accéléré. Les

plus récentes formes de distribution (magasins à succursales multiples, magasins à escompte, boutiques spécialisées . . . etc.) sont essentiellement le résultat des changements démographiques et psychologiques dans la société.

Que les fabricants, les détaillants, les banquiers et les media n'aient pas un intérêt vers les commerces de détail sans magasins dans les années "80" serait, semble-t-il, un anachronisme. Cette méthode de distribution a déjà favorisé bon nombre de consommateurs des débuts du pays, quand les possibilités d'achats étaient très limitées.

Avec un accroissement de la population américaine vivant sur ½% des terres disponibles et la prolifération des magasins à succursales multiples, des centres commerciaux ainsi que des nombreux types de détaillants, il peut sembler non important de penser à développer une méthode impersonnelle de distribution. De plus,

certains facteurs qui laissent du temps libre aux consommateurs (semaine de travail plus courte, disponibilité de plus d'appareils robots ou automatisés . . . etc.) devraient les emmener à magasiner, à comparer la valeur et les prix des produits et à goûter l'ambiance des centres de distribution. Actuellement les consommateurs consacrent plus de temps au magasinage, mais, en même temps, les commerces de détails sans magasins ont déjà capté une part considérable du marché.

De façon à promouvoir ces nouveaux types de commerces, il faudra que de nouvelles classifications soient développées par le gouvernement américain, classifications qui, actuellement ne décrivent pas ce genre de commerces.

On constate qu'en 1979, l'industrie américaine a estimé à 7% (\$60 billions) les ventes au détail qui proviennent des commerces sans magasins; cette part du marché pouvant facilement être estimée à un plus fort pourcentage par l'élimination, dans les calculs, des

ventes venant des produits exigeant un système personnalisé. Selon certains auteurs, la distribution de catalogues a augmentée de façon astronomique ces dernières années et les consommateurs considèrent déjà le magasinage comme un fardeau qui les oblige à négliger des activités beaucoup plus intéressantes. Une enquête menée par le département de recherches de "Fairchild Publications" rapporte que 61% des répondantes achètent des vêtements par catalogues; la même étude affirme que par ce système, les femmes sont plus portées à acheter des vêtements extérieurs que des sous-vêtements ou des bas.

Il semble bien que durant les années "80" on verra s'intensifier les efforts de différents types de détaillants, pour démontrer, à l'aide de stratégies et tactiques multiples, que le commerce de détail en vêtements peut se réaliser par le système de ventes non personnalisées, donc sans magasins.

Pierrette Delisle

Communique from the Executive

Marg Murray
CHEA Secretary

- When the Board of Directors met in January, a discussion on long range goals and objectives (i.e. 5-year plan) for CHEA was initiated. Due to the large size of the group and time limitations, discussions were kept at a very general level. The Executive continued this pursuit at a recent all-day meeting by holding a useful workshop on planning and priorities. A committee has been formed to further explore the goals and objectives emerging from the workshop.

- As of April 30, 1981, CHEA membership reached 1,818, a 1.3% increase from one year ago. A complimentary copy of the *CHE Journal* has been sent to the graduating students not covered in last year's distribution, along with a membership application form.

- The need for a mechanism for handling crisis issues was expressed to the Executive. Operation Alert, the procedure set up to handle concerns of CHEA members is not appropriate for dealing with issues which require immediate response. A task force has been struck to set up a policy for dealing with crisis issues.

- The Executive is pleased to announce the appointment of the following CHEA representatives: Ruth MacIntosh to the Canadian Hunger Foundation, Jacqueline Anderson to the National Action Committee on the Status of Women.

- The slate for the 1981-82 Board of Directors was presented in the *Newsletter*. Election was required only for the provincial director for Manitoba.

- The Resolutions Committee will be presenting a resolution from the Clothing and Textiles Committee to the general membership at the Annual Meeting.

- The Executive is looking forward to meeting many CHEA members at the Annual Meeting in July.



General Foods Award

A nutritionist who works with Canada's native people has won the annual General Foods Award for Excellence in nutrition communication. The recipient is Marjorie Ann Schurman, a nutritionist with the Hudson's Bay Company in Winnipeg.

Ms. Schurman travels extensively through the Central Arctic, setting in motion a program developed by The Bay that won the support of the Federal Department of Health and Welfare and the Inuit residents of 18 remote communities in the Northwest Territories. To date the program has proven successful in helping the Inuit to improve their food selection and achieve a sensible diet, now that traditional food supplies (fish, animals and plants) are harder to get.

Ms. Schurman is the third successive winner from the province of Manitoba. Two previous winners were Lynda Clark and Lynda Diener from the Manitoba Health Department.

General Foods initiated the Award for Excellence in 1974 to encourage and recognize excellence in communicating sound, reliable nutrition information.

Book Reviews

Canadian Families: Ethnic Variations. Edited by K. Ishwaran. Toronto: McGraw-Hill Ryerson Limited, 1980. 291 p.; \$9.95.

Written by various authors, this book is a selection of articles that are all related to the theme of ethnic diversity in conjunction with family life in Canada. The book is divided into four sections, each exploring a facet of the role of various ethnic family groups in the evolution of Canadian cultural systems.

The first section presents an overview by the editor, analyzing the interrelationships amongst the family, ethnicity and religion in a multicultural social environment. He stresses the unique problems of a "salad bowl" society that must be fitted into a bicultural model. The second section deals with some specific ethnic family groups who now make Canada their "home". The structural aspects, the behavioral patterns and key problems of the Greek, Polish, Japanese, Italian, and Chinese-Canadian families are discussed, in separate articles. A previously published article on French-Canadian kinship and urban life is also included. The third section explores the impact of some specific groups with strong religious affiliations in relation to ethnic families and socio-religious systems. The unique characteristics of the Mennonite family (in rural Saskatchewan), the Doukhobors, a rural Dutch community and the Hutterites are described, in four separate studies. The fourth section deals with the special status of some indigenous family groups; specifically the Kutchin Indians in northwest Canada, the Inuit family and the Hare Indians of the Northwest Territories.

The majority of the articles in this volume are primarily new materials, although some are further descriptions and interpretations of the same family groups, that were presented in earlier publications. The present volume is intended as a reference for teachers, researchers and mature students interested in furthering their understanding of how ethnic family groups have been instrumental in determin-

ing patterns of social change in Canadian society. Many of these articles are descriptions of the variations in Canadian family life that have been influenced by the diversity of ethnic and religious background. The information given is frequently based on descriptive data that is often illustrated by statistics and graphic tables. Many of the individual studies have attempted to analyze the dual role of ethnic family groups in Canada in maintaining their original identity, in addition to adapting to the numerous challenges of a multicultural Canadian society. This book would be a welcome addition for all those interested in the complexities of family life in Canada.

Reviewed by:

Dolores L. Shymko, Ph.D.
Family Studies
School of Food Science
Macdonald Campus of McGill University,
Ste-Anne-de-Bellevue.

It's Your Money. Edited by J. Christopher Snyder and Brian E. Anderson. Toronto: Methuen Publications, 1979. p. 195; Paperback \$7.95.

"*It's Your Money* is not intended to be an exhaustive study of the technical aspects of financial planning," states its editors. It is designed to assist people in the defining of their personal and financial objectives, in establishing priorities and in the making of important decisions related to financial matters. As such, it would be an excellent resource for any person interested in improving financial management skills.

In a simple subject by subject approach, the book deals with specific areas important in financial planning. Budgeting, credit, saving, insurance, income tax, investment, retirement, and estate planning are some of the many subjects covered. A special chapter dealing with women and financial planning is designed to assist them specifically with their planning for economic independence.

The book, edited by Snyder and Anderson, was written by eight wri-

ters, each dealing with their own area of expertise. Since the book is a Canadian publication the information is not only informative but also applicable.

An extensive glossary of financial terms is included. The Fact Finding Questionnaire contained in the appendix could be a valuable tool in helping the individual to evaluate his/her financial and personal situation.

This new edition has been updated and expanded to include a chapter on change. This chapter explores the financial implications of such activities as moving, job termination, divorce, and widowhood.

The book may be used as a reference guide for specific concerns or in its entirety. The fact that this is a Canadian publication which is up-to-date makes it an excellent reference text not only for the general public but also as a useful guide for teachers and students involved in financial planning. Dr. Arthur Smith in his comments for the Preface sums it up well when he writes, "This is a book that addresses itself perceptively to some of the ways in which people can make better tomorrows for themselves and their descendents."

Reviewed by:

Priscilla A. Mewha, M.Ed.
Edmonton, Alberta.

See How They Grow, Concepts in Child Development and Parenting. By Draper, Ganong and Goodell. New York: Butterick Publishing, 1980. p. 391; Text \$13.15; Spirit Masters \$10.95/set; Teacher's Guide \$6.55

There are several things to look for in a child development text for high school: Accuracy and completeness; An approach which stimulates personalization and active learning; A consistent, but not overpowering, non-sexist perspective; and A broad social outlook: multi-cultural, racially diverse, and depicting a variety of family types. *See How They Grow* is just this sort of book.

At first it seems the usual age-stage text, moving from prenatal develop-

ment to adolescence. In fact, it does this very well. But a variety of special features make it more comprehensive, and more versatile, than the usual child development text.

The high school students who will be reading this book are not far from either childhood or parenthood and a combination of approaches is used to capitalize on this opportunity to engage the energy of student's own developmental issues. Each chapter is highlighted with a dialogue on a parenting issue and includes career profiles describing jobs which involve children. Sex stereotyping is actively avoided and each job is honestly depicted.

Other special features focus on other issues: the gifted child; children's television; allergies; child care in the kibbutz. A section in each chapter discusses controversial issues such as spanking children, telling children about adoption, and the Skinner box for babies.

The frequent examples and photographs are multicultural, multiracial, affirmatively non-sexist, well-captioned, and highlight the text effectively.

From the teacher's perspective, this text-manual package has several advantages. A complete set of pre-test, post-test spirit masters is included, along with ideas for supplementary projects, trips, and visitors. An added bonus in this package is the mini-course on parenting which provides structure for parents to learn about development and to explore values around parenting issues.

This text is appropriate for students in Grades 10-12.

Reviewed by:

Ann Beeler Munsch, B.A., M.Ed., Child Studies
Lecturer/Head Teacher
Department of Family Studies
University of Guelph
Guelph, Ontario

The Nuts and Bolts of Nutrition.

By the Ontario Dietetic Association. The Ontario Hospital Association, 1980. p. 72; \$4.95.

Writers of educational material face a dilemma: how much information should be included; how much left out. The authors of *The Nuts and Bolts of Nutrition* have made wise choices.

An explanation of Canada's Food Guide and the four food groups begins

the book. Too often the Food Guide is assumed to comprise dull and rigid rules. In truth, flexibility and variety are inherent in the Guide. This is made clear in *Nuts and Bolts*.

Other chapters deal with fibre, fats, weight control, vitamin and mineral supplements, nutrition related to the changing stages of the life cycle, food faddists, food additives and safety.

One of the most appealing features of the book is its style. The book is small and information is presented concisely and, frequently, in a question-and-answer format. The material is easily understandable and the use of cartoons adds lightness to the presentation. Even the coil binding contributes to the ease of reading.

A key feature of this book is its list of recommended sources of nutritional information as well as the list of addresses for free material on food and nutrition. The sections describing how to evaluate a diet and how to recognize a food faddist also provide valuable information.

In conclusion, this book is a good basic nutrition reference for the layman.

Reviewed by:

Catherine Sinnott, B.H.Sc.
Regional Food and Nutrition
Specialist for Northern Alberta,
Alberta Agriculture, Edmonton

Single Parents are People too!

By Carol Vejvoda Murdock. New York: Butterick Publishing, 1980. p. 192; \$10.95.

In her introduction the author states the book's purpose: to provide some answers for the specific situations single parents face daily. She follows through with guidance on many topics.

Much of the discussion of practical matters could also apply to parents within a marriage, especially when both work outside the home or one parent is frequently absent because of work commitments; for example, the section about managing the work of the home, finances, and child-care arrangements.

The one category of parent for whom several of the chapters would have little relevance is the never-married, whose numbers are increasing with the trend towards women keeping their out-of-wedlock children and single people adopting children. For

example, Chapter 1 "The One and Only You" deals largely with restoring self-esteem after the trauma of spouse loss, Chapter 7, "How's Your Ex-Rating — As Partner, as Parent?" discusses relationship with the former partner. Also, throughout the book the author refers to custody and children's visiting the other parent. Interestingly, the term "singled parent" was used frequently, indicating (to me, at least) that the readership is assumed to be people who were married but *have become* single; the book seems to be directed chiefly to those who became single through divorce, although some reference is made to the widowed.

The book is nicely set up, each chapter being well supplied with headings and sub-headings, as well as short marginal captions, providing ease in finding any specific points. The author's style is chatty and cheerful, using many quotations from the single parents interviewed. She includes sources of help, for example, organizations such as Parents Without Partners, and a good bibliography.

Single Parents Are People, Too! would not be appropriate for academic purposes such as courses in the family; this was not its aim. But it could be very helpful and encouraging to the people for whom it was written: single parents, especially those who acquired this status through divorce.

Reviewed by:

Jean MacKay, Ph.D.
Home Economics Department
University of P.E.I.
Charlottetown, P.E.I.

The Committee to Establish The Lillian Massey Institute (International) has decided to conclude its activities.

The Committee feels that the concept of the Lillian Massey Institute (International) with its aims and goals has a great deal of potential. Perhaps the timing for this kind of project is not yet appropriate. Certainly a greater number of persons who have much time to give to such a venture would be needed to contribute their expertise.

Financial donations to the committee have been returned and files pertaining to the project which are rather extensive, are available should any group of persons wish to use them. They will be placed in the hands of the Heritage Committee — Home Economics and can be obtained by contacting the chairman.

HANDS — A Craft Magazine

A new national Canadian magazine of crafts and creative projects made its debut this spring.

Hands Magazine, published and edited by Isobel Warren of Toronto, is aimed at amateur and hobbyist craft enthusiasts with how-to information and illustrations plus personality profiles of craftspeople from coast to coast.

A journalist for 25 years and an enthusiastic amateur crafter herself, Isobel Warren believes the time is right for a Canadian hands-on craft magazine. She comments:

Canada is in the midst of a craft revival. Canadians of all ages, both sexes and all income groups are turning to crafts — sometimes for economic reasons, sometimes to fill increasing leisure time. And behind it too is a growing awareness of Canada's history and heritage — of pioneer times when everyone was an artisan. For a while, machine-made gizmos and plastic thingamabobs had crafts reduced to endangered species status. But now they're gaining ground again.

Crafts for home decor and crafts to wear are the most popular categories today but woodworking, stained glass, leather, metalwork and pottery are timeless favorites.

Each bi-monthly issue of *Hands* will carry many short articles on a wide variety of crafts. Regular features include craft problem questions and answers and sources of Canadian materials, plus articles on toymaking, puppetry, needlecraft, crafts for youngsters and in this year of the disabled, crafts for handicapped hands. With the second issue in June, Mr. Dressup of television fame joins *Hands* with a regular craft column for kids.

The magazine is to be distributed nationally through craft stores and selected magazine outlets. Single copies cost \$1.75; subscriptions at \$8.50 yearly may be ordered from *Hands Magazine*, Box 867, Station F, Toronto, Ontario M4Y 2N7.

THE ART OF CUISINE MINCEUR

Cuisine Minceur derives its name from the French adjective "mince" meaning slim. This method of cooking demonstrates a food philosophy of fresh foods simply prepared to emphasize their natural flavors. Foods are presented artistically in complementary combinations of tastes and textures.

Cuisine Minceur was developed in France by a group of young innovative chefs. They modified the classical French principles of cooking by introducing new techniques and by borrowing practices from other ethnic cuisines, particularly Oriental cuisine. While attempting to maintain the characteristic subtle flavors of the traditional French cuisine, this new method of cooking is characterized by the discriminating use of high calorie ingredients such as butter, cream, oil and starches.

The terms Cuisine Minceur and Nouvelle Cuisine are often used interchangeably. They incorporate many of the same principles and techniques however Cuisine Minceur stresses low calorie ingredients whereas Nouvelle Cuisine permits more liberal use of butter, cream and other rich ingredients.

Features of Cuisine Minceur

Fruits and Vegetables — The focus is on fresh fruits and vegetables in season. Attractive shapes and textures result from the attention given to the cutting and arranging of the fruits and vegetables. The amount of cooking is minimal resulting in vegetables that are tender-crisp and fruits that retain their fresh flavors. Since fruits provide their own sweetness, little or no sugar is added.

Herbs and Spices — The natural flavors of ingredients are enhanced by the use of fresh herbs and spices and the reduced use of salt.

Sugar — All sweeteners including white sugar, brown sugar, maple sugar, and honey are eliminated or minimized.

Fats and Oils — In general the use of fats and oils is reduced.

Meat — The selection of lean meats and the trimming of any excess fat is stressed. Chicken, turkey and low fat fish such as sole, flounder, haddock and cod are considered good choices.

Cheese — To avoid extra calories, low-fat cheeses such as cottage cheese, ricotta cheese and mozzarella cheese made from skim milk are used. In recipes requiring the flavor of higher fat cheese the quantity of cheese is reduced to a minimum.

Sauces — When sauces are used they are light and well-herbed and spiced. The thickening of sauces is achieved by the reduction method rather than by the addition of starches and flour.

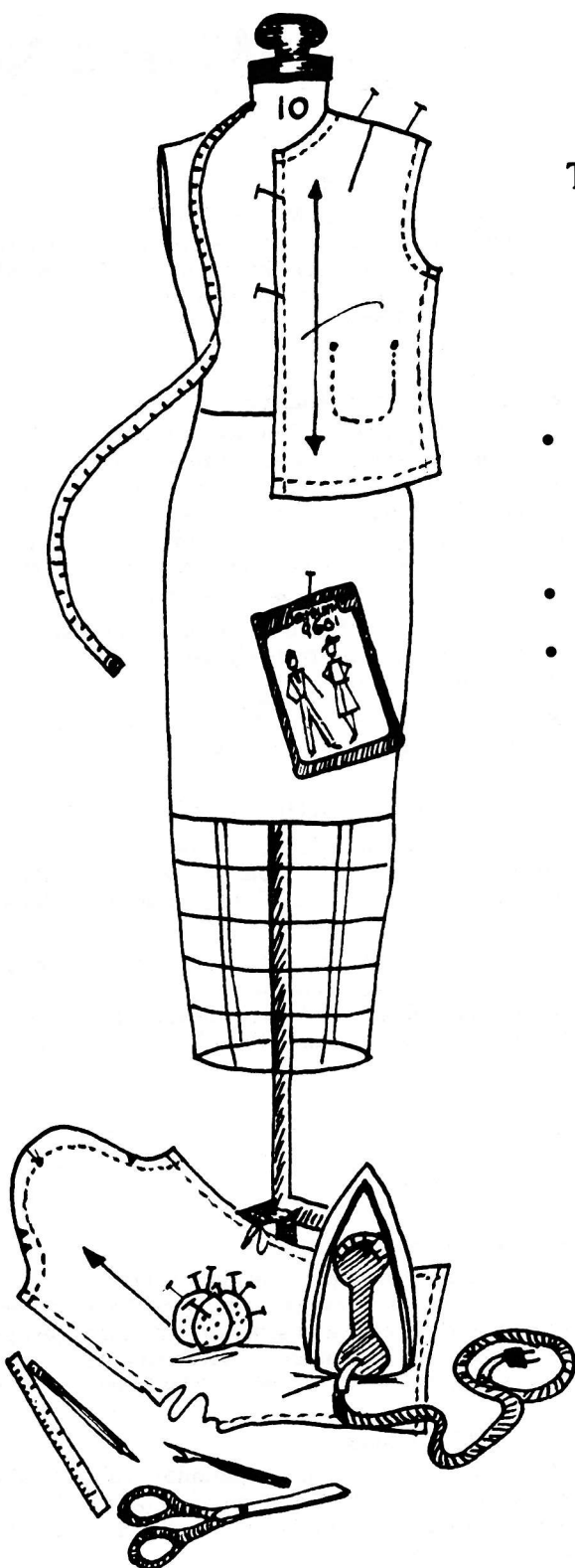
Preparation and Presentation

Much of the preparation time is spent at the cutting board; the actual cooking time is short. The ingredients are prepared in advance and artistically arranged just prior to serving with special attention given to color, texture and garnishing. The serving sizes are also smaller.

Cooking Techniques

Stir-Frying — This Oriental technique involves tossing and stirring foods in a small amount of fat over high heat until tender. The amount of fat can be further reduced by using non-stick pans.

Reduction — Sauces are thickened by the classical method of reduction rather than by the addition of starches or flour. The liquids are simmered to evaporate excess moisture and to preserve the natural flavors.



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Deglazing — By adding small amounts of liquid to residues in the cooking pan the natural flavors of the foods are retained.

Equipment

The use of special equipment is not necessary for Cuisine Minceur. Woks, skillets, food processors, blenders and steamers may be used.

Cuisine Minceur offers exciting possibilities for creative low calorie cooking.

(Source: The Art of Cuisine Minceur, Homedex 1145-114 (Alberta Agriculture, Print Media Branch, 9718-107 Street, Edmonton, T5K 2C8))

SOME PLASTICS MAY NOT BE SAFE IN THE MICROWAVE

The following statement appeared in *Dispatch* 38 "Microwave Ovens" from Health Protection Branch:

Plastics made with polyvinyl chloride (PVC), polystyrene, or melamine resins, as well as many other materials are generally unsuitable for food application involving heat. Heating foods in these plastics may cause leaching of toxic materials (plasticizers and stabilizers) into the food at temperatures as low as 60°C. Since it is difficult to determine the composition of the plastic from its appearance, it is recommended that plastic containers or wraps not be used in a microwave oven, unless clearly designated by the manufacturer as being suitable for use in a microwave oven or at high temperatures.

Consequently, margarine containers, those from take-out food outlets, dairy product containers, etc. should not be used. Be sure to read labels to see if the manufacturer recommends its use in the microwave.

COOKING BY INDUCTION

The Magnawave magnetic induction range, already on the U.S. market will likely be available in Canada by the end of the year. It cooks food on a completely cool surface through magnetic induction, and should appeal to the energy conscious as well as the safety minded.

Unlike conventional ranges, Magnawave units only use energy when a ferrous-metal pot or pan is placed on the cooking area. A magnetic induction coil under the cooking surface produces sonic waves that are magnetically drawn to the metal cooking utensil on top of it. The resulting friction heats the pot without heating the cooking surface.

As far as the food itself is concerned, induction cooking is the same as with any conventional stove: the pot is heated and the food is cooked with this heat. There are no gas or electric elements to heat, so less energy is required than with conventional ranges.

The ranges have touch-control spots on a surface panel, rather than knobs. A touch-lock indicator must be unlocked to activate the magnetic cooking coil, or to increase the amount of heat on each cooking area. The touch controls also provide instant response to changes in heat setting. All these features make magnetic induction ranges virtually fireproof.

One drawback to magnetic induction ranges is the fact that only ferrous metal cookware, such as stainless steel, cast iron and ceramic-coated steel can be used to activate the magnetic coil.

If all your cooking utensils have aluminum, glass or copper bottoms, it will mean buying a new set of pots and pans along with the range.

The Magnawave has four cooking areas with built-in heat sensors that will automatically turn the magnetic coil off when a pan has been removed. The sensors will also shut the coil off when a pan has boiled dry.

Besides the safety features inherent in this method of cooking, magnetic induction ranges are appealing because they're so easy to clean. The ranges have a smooth, opaque glass surface, mounted in stainless steel. Only a wipe with soap and water is needed; a nice change from having to disassemble and scour elements and drip trays. Food spills won't bake on because the surface never gets hot. The smooth surface also provides an extra work area.

The Magnawave range can be installed in almost any kitchen counter. It requires no special wiring or adaptors and operates from a standard, 30-amp circuit. Each cooking area has a separate magnetic coil disc which can easily be removed for repairs or replacement.

Magnawave is currently the only magnetic induction range available in Canada. The retail price will be about \$2,500.

Panasonic expects to be distributing a smaller model, with two cooking areas, in the next six months. A portable model, that can be used outdoors as well as in the kitchen, is available in the United States and Panasonic will likely be distributing one in the next year or so.

(Source: *Western Living* March '81)

the Mount



Courses in Home Economics Summer 1981

Design Through Draping

C&T 418, ½ unit, L. Lusby
May 4-22, times tba

Maternal and Child Nutrition

F&N 310, ½ unit, P. Lynch & S. Wright
4:30-7:00 pm, Tuesday & Thursday
May 12-June 23

Introduction to the Family

Family Studies 211, ½ unit, Dr. D. Berg
9:00-11:30 am, Monday-Friday
July 2-23

Curriculum & Instruction in Occupational Education

Home Ec. 550, ½ unit, Dr. M. Parthum
9 am-12 noon, Monday-Friday
July 2-23

Management of Family Finances

Home Ec. 630, ½ unit, Dr. T. Hira
9 am-12 noon, Monday-Friday
July 24-August 14

For further information, contact:
The Registrar, **Mount Saint Vincent University**,
Halifax, N.S. B3M 2J6
(902) 443-4450, ext. 117.



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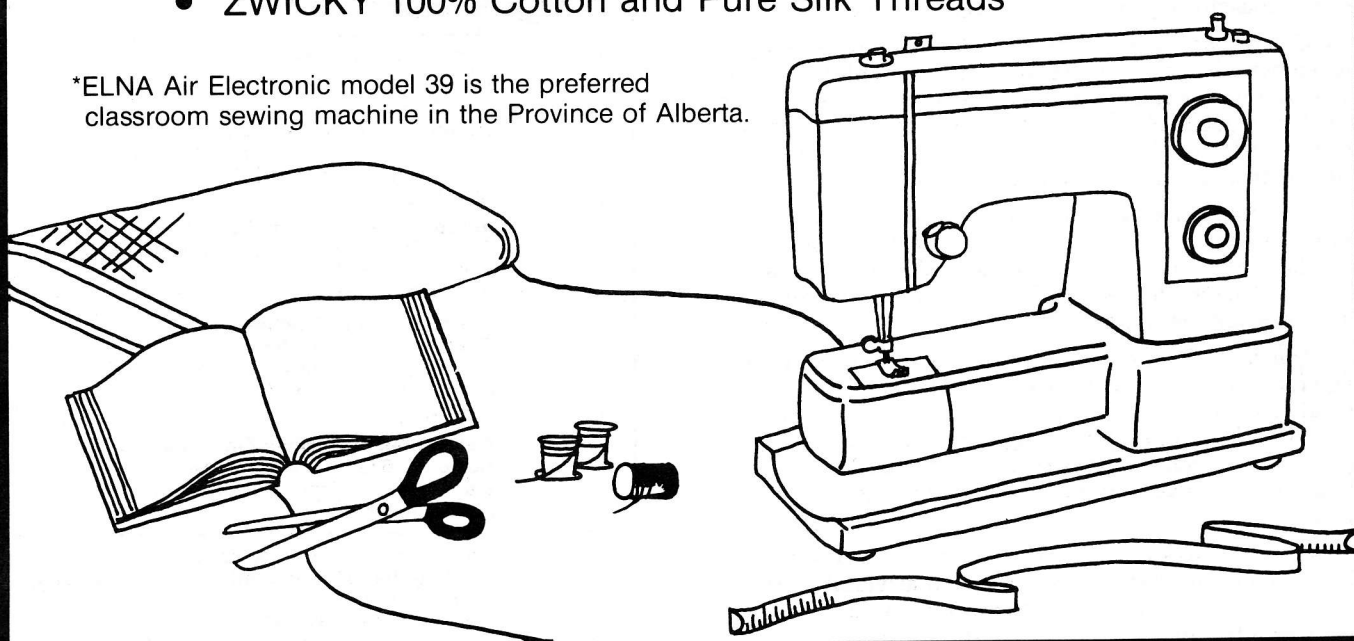
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Because notions and accessories effect the results of your sewing, we recommend and distribute only the best:

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*ELNA Air Electronic model 39 is the preferred classroom sewing machine in the Province of Alberta.



New Publications and Visuals

CONSUMER EDUCATION FOR THE DISABLED

With 1981 being the "Year Of The Disabled Person" U.S. consumer educators are recognizing a largely overlooked population — the 36 million disabled Americans.

The Office of Consumer Education funded the American Coalition of Citizens with Disabilities to conduct a project on "Consumer Education FOR and BY Disabled Citizens," in which three major groups of disabilities were represented: mobility, vision, and communication. The major theme was the need for disabled consumers to assert their rights in the marketplace. "In Touch Networks," a radio reading service for visually handicapped listeners, provided a similar program, again stressing the goal of assertive consumerism. Response to this program has been highly favorable, and tapes are available to 70 other radio reading services all around the country.

A participant in educating the disabled consumer is the Kraft Company's Consumer's Right to Know Program. It offers two booklets — *Guideline to Good Health and Food Selection, Storage and Preparation* — on records. They are available through the Library of Congress, the National Library Service for the Blind and Physically Handicapped, and 160 cooperating libraries. Also, these two booklets, plus *Food and Nutrition Terms*, have been printed in large-type versions for the sight-impaired and are distributed to non-profit organizations. Further information on the program is available from Jeanette White, Consumer Communications Manager, Kraft, Inc., Kraft Court, Glenview, IL 60025.

A comprehensive directory of organizations to contact for resource information for those who are handicapped can be obtained from the U.S. Department of Education's Clearinghouse on the Handicapped. Copies of the directory are available by writing the Office for Handicapped Individuals, Washington, D.C. 20201, or calling 202-245-0080.

In conjunction with previous efforts to promote consumer education, the 1980s may be the time to call for a Disabled Consumers Bill of Rights to include: the Right to Access for the mobility impaired; the Right to Information for the visually impaired; the Right to Communication for the speech and hearing impaired; and the Right to Consideration for the mentally impaired.

SEWING CLOTHING WITH A SPECIAL FLAIR

Folkwear, Inc. offers clothing patterns which are educational in that they include sewing handwork techniques and historical lore which would be fascinating to anyone interested in the craft or history of clothing construction. Over 30 patterns are available in two lines: the ethnic line, and one called "Patterns from the Past."

The patterns evolved from a sense of what people are demanding from clothing: items which can be layered to keep them warm or cool, and garments with classic lines that work for any occasion. The company's production team researches ethnic and antique clothing in museums

and private collections, looking for garments which would be practical to make and to wear today. Handwork techniques which are unique to the garment are included with the pattern.

Patterns are made of heavy, full-size paper. Sewing guides explain both simple sew versions of each garment and advanced techniques. Some of the most popular designs include the Prairie Dress, the French cheesemaker shirt, and several Victorian styles.

For information on the Folkwear pattern collection, write to Folkwear, Inc., Box 3798, San Rafael, CA 94902.

THE TEENAGE SEAMSTRESS

A survey conducted by *Seventeen* magazine found that more than three out of five teenage girls know how to sew, and nine out of ten of them made outerwear items for themselves in the past year. The economical aspect of sewing was important to the majority of those polled; they felt that by sewing their own clothes they could have a larger wardrobe because it is less expensive than buying ready-to-wear. There was a seasonal trend in the sewing: most was done in the summer to replenish back-to-school wardrobes, with the least sewing done in the winter.

Almost three-quarters of the girls surveyed said that they have done needlecraft projects, with the most popular being embroidery, rug hooking, and needlepoint.

The 1980 "Home Sewing and Needlecraft Survey" was compiled from the first 1170 responses to questionnaires mailed to one of the magazine's 2000-member consumers panels. These panels are balanced by age and geographic region to reflect a national cross-section of girls aged 13 to 19. Copies of the surveys are available from the Research Department, *Seventeen* Magazine, 850 Third Avenue, New York, NY 10022.

MAKE YOUR TRANSPARENCIES LOOK MORE PROFESSIONAL

The Visual Products Division of 3M has assembled a kit for making professional looking overhead transparencies quickly and inexpensively, on almost any plain paper copier. Items in the kit include Design-A-Visual pads, special films for adding color impact, write-on transparency film, a clip-art sampler, transfer letters and symbols, transparency frames and marking pens, and a booklet with step-by-step instructions on how to use kit materials. For more information about the kit, write 3M, Department VP80-17, P.O. Box 33600, St. Paul, MN 55133.

HOME SECURITY

We often take our home security for granted, leaving doors and windows unlocked and keys about. *Your Home is Secure . . . Isn't It?* offers food for thought and *How to Buy a Lock* outlines how various locks work and the importance of replacing them periodically. These pamphlets are available from: Schlage, P.O. Box 2098, Vancouver, B.C. V6B 3T2.

THE IMPORTANCE OF PLAY

There is increasing concern about children's play areas in high density residential areas. As play touches all aspects of life and allows the child to develop physically, psychologically and socially, it's important to guard children's rights to play and to assure that areas of the urban landscape provide for play. Two booklets — *A Good Place to Bring up Kids* and *Play Spaces for Pre-Schoolers* are available free from: Central Mortgage and Housing Corporation, Information Branch, Ottawa, Ontario K1A 0P6.

ENERGY CONSERVATION AND KIDS

When thoughtless or selfish people waste energy they may find themselves face to face with *Superkids*. This comic comment on energy conservation may add interest to a lesson on conservation. The booklet offers suggestions for home and school experiments and offers teachers many opportunities for enlarging on the general theme. It's available from: Office of Energy Conservation, Department of Energy, Mines & Resources, Ottawa, Ontario K1A 0E4.

STRESS

Almost everybody thinks he or she knows what stress is. But relatively few of us really do understand it, recognize what it does within our bodies and know how to control it, live with it and make it work for us.

To increase that understanding a booklet on stress is available from Blue Cross. Thirteen short articles have been compiled into this informative and attractive book. Single copies of *Stress* are available free from the Blue Cross Plan office in your area.

THE COMPLETE CONSUMER

The Complete Consumer series originated with Alberta Consumer and Corporate Affairs, and was funded through the Department of Advanced Education's Special Project Fund (SPF). Grant MacEwan Community College and the Edmonton Association of Continuing Education and Recreation (EACER) were co-sponsoring agencies. The series of 18 programs was produced by ACCESS Alberta.

There are six units within the series. Programs within each unit are designed as independent modules, and may be used in conjunction with programs from other units for a variety of audiences. The 15 minute programs were recorded on color videotape.

The series was developed primarily for use with adult audiences. Dramatizations focus on specific target groups: young adults with high buying power, low income consumers, senior citizens, and the rural population. However, it is appropriate for use within high school and even junior high school curriculums providing the discussion is modified for the specific level.

A folder of resource print material is available from ACCESS to accompany the series. The print material, developed by Alberta Consumer and Corporate Affairs, reinforces and expands many of the key points presented in the series.

Dubs of the Complete Consumer series are available from ACCESS. Requests originating within Alberta should be directed to the attention of the Media Resource Centre. Requests originating outside Alberta should be directed to the attention of the Marketing Co-ordinator. Address inquiries to: ACCESS Alberta, Calgary Health Sciences Cen-

tre, 1611 - 29 Street, N.W., Calgary, Alberta T2N 4J8, Telephone 403/283-8241.

FORESIGHT — CANADA'S FIRST RETIREMENT PLANNING MAGAZINE

The Alberta Council on Aging has announced plans to publish a quarterly magazine titled: *FORESIGHT — The Magazine for Retirement Planning*. The magazine is a joint project of the Alberta Council on Aging, The Royal Canadian Legion (Alberta and N.W.T. Command) and corporate sponsors. Primary objectives of the magazine are:

- *Exposure* — to provide information on new programs, alternative options for housing, income, health, etc., and the range of opportunities at retirement.
- *Follow-up* — to those who have taken pre-retirement courses.
- *Contact* — for readers and course planners on community resources and new ideas.
- *Further Education* — by encouraging readers to take advantage of courses or workshops in their communities.

In order to ensure a high quality publication, articles will be written by professional writers and reviewed by an Editorial Committee representative of readers as well as industry and educational communities. The first issue of *FORESIGHT* will be available in September 1981. For further information on content, subscription rates, bulk purchase rates or advertising contact: *FORESIGHT MAGAZINE*, 414, 10010 - 105 Street, Edmonton, Alberta T5J 1C4.

ADVERTISING FILMS

The effect of advertising on both children and adults is of current interest and concern to consumer educators. The following films would be useful resources for use in educational programs.

Killing Us Softly:

Advertisings Image of Women 1979 (28 min.)

Jean Kilbourne, the film's narrator, shows ads from a variety of media. She talks about psychological and sexual themes that appear in many ad campaigns, as well as distortions and manipulators that advertisers use to sell cosmetics, hygiene products, drugs and other consumer items. Ms. Kilbourne views the advertising industry as preying on the fears and insecurities of every consumer. Although the ads may seem harmless or funny themselves, they add up to a powerful form of cultural conditioning — and their message is deadly.

For purchase information write to: Kinetic Film Enterprises Ltd., 781 - Gerrard Street, East, Toronto, Ontario 4M4 1Y5.

Seeing Through Commercials (15 minutes)

Fictitious T.V. commercials for fictitious products with appeal for children are used to demonstrate how sound effects, camera angles, lighting, and advertising disclaimers are employed to see products. The film concludes with a commercial simulation featuring many of the techniques demonstrated in the film. Aimed at students age 8-13, the film is an entertaining introduction to T.V. advertising and will challenge children and older viewers to critically evaluate T.V. commercials.

For purchase information write to: Vision Films, P.O. Box 48896, Los Angeles CA 90048.

The **Edmonton Area Home Economics Association** applied for and received a Canada Community Services Project **grant from the federal Government**. They have hired a family studies graduate, Corrinne Handin, to research the existing services in the areas of self-development, economic and employment issues related to women, as offered by the various agencies and departments in Edmonton.

Donna MacDonald, a fourth year student in Food, Nutrition, Consumer and Family Studies at Ryerson, received the Dr. Elizabeth Chant Robertson Award.

Jammy Tse is interested in contacting graduates in home economics or related fields who will be returning to Hong Kong from Canada or the U.S.A. She would like to form a Hong Kong Home Economics Association. Interested persons may contact her at 197 Tsat Tse Mui Road, 4th Floor C., North Point, Hong Kong.

Sister Alice Vandendriesseche has been made an honorary life member of **RHEA** (Regina Home Economics Association).

MHEA (Manitoba) Career Promotion Committee undertook a survey of 1978 Manitoba Home Economics graduates. Employment was largely in home economics areas such as teaching, extension work and dietetics. Graduates were also employed in retail management, counselling, day care, public service and the apparel industry.

A former member of the **Ottawa Home Economics Association**, **Madeleine Basford**, has been appointed as judge to the Court of Canadian Citizenship in British Columbia.

Mme. C. Therien-Vian is Treasurer General and **Linda Reasbech** is one of the four vice-presidents of IFHE. Margaret Fitch, U.S.A., is president.

Congratulations to **Louise Dufresne**, CHEA's HEIB Chairman, who assumed her new duties as executive director of the Better Business Bureau in Montreal, Quebec, the middle of May.

Effective May 16, our **National Office has a new home** — in the same building at 151 Slater Street, Ottawa, but in different space, Suite 805. The move provides for more room and the opportunity to share space and equipment with SCITEC and two other organizations. When the staff have had time to get settled, they would enjoy a visit from you.

Research Grants Announced By Human Nutrition Research Council of Ontario

The Human Nutrition Research Council of Ontario, established by the Ontario government in 1980 to improve the knowledge and practice of human nutrition, announced that it had awarded some \$250,000 for research in the year beginning April 1, 1981. Grants went to fourteen scientists in seven Ontario universities and hospitals, for studies on a wide range of nutritional concerns. Three awards were made for studies on the effect of zinc and other trace elements on the development of the foetus and newborn. Nutrition/atherosclerosis relationships were the subjects of two successful applications and an equal number of studies on factors affecting appetite were funded. Other subject matter to be studied includes hypertension, calcium-phosphorus intakes of Ontario residents, parenteral nutrition, and the influence of diet on neurotransmitters and fever.

There was much competition for the funds available for human nutrition research and the Council plans to continue the research grant program at the same level in 1982. The need to attract competent young scientists to research in human nutrition was recognized and a fellowship program will be introduced in 1982. Details of both the Research Grant and Fellowship programs will be announced before summer.

Sweatshops

(Continued from page 165)

dian Association of Garment Manufacturers, formed by Ontario and Manitoba firms (Sparks, 1930). They encour-

aged other firms to join the association pointing out similar problems — same suppliers of raw materials, similar duties on raw materials, problems with transportation and distribution, wages and working conditions, and dumping of cheap goods on the Canadian market.

Like unions, the trade associations had problems reaching all of the firms. As well, many of the firms were too small with too little capital to pay the dues. Nevertheless, by the 1940's a number of associations existed, for example, Montreal Dress Manufacturers Guild, Associated Clothing Manufacturers of Toronto, Manufacturers Council of Ladies Cloak and Suit Industry and Associated Clothing Manufacturers of Quebec. These organizations worked along with the unions to improve wages and working conditions, and were successful in avoiding strikes, especially in Ontario.

Summary and Conclusion

In conclusion, the unions were responsible for cleaning up conditions and improving wages in the garment industry. In some cases, such as small communities and slum areas of cities, sweatshops existed longer than most would care to admit, but eventually even these benefitted from the work of the unions. Trade associations worked along with unions to improve conditions. Joint boards or commissions were established to extend union benefits to non union shops and to eliminate unfair competition created by the existing sweatshops. By the time of the prosperous 40's, the garment industry was ready to meet the demands of consumers. ●

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Letters

I was disappointed to see a letter in the Fall 1980 issue encouraging a boycott of Nestlé products over the complex problem of infant malnutrition in the Third World. To provide your readers with a more balanced impression, I would like to give you the following facts on my company's marketing policy for infant formula in Third World countries.

First of all, I wish to correct the implication that Nestlé operates with a callous disregard for the suffering and lives of helpless babies. Nothing could be further from the truth. Such charges represent extremely unfair criticism of a company that has contributed substantially in the fight against infant malnutrition for more than a century, and an insult to the integrity of the Third World governments and medical professionals with whom Nestlé has worked for almost 60 years. During this time it has always been the policy of the Nestlé company to advocate, in unmistakable terms, that breast milk is the best food for infants.

Critics of Nestlé often imply that infant malnutrition in the Third World is caused to a large extent by the sale of one brand of infant formula. Although the marketing practices of the 18 infant formula manufacturers in these countries have been identified as a contributing element in the issue, it is a serious oversight to ignore the related factors of poverty, famine, illiteracy, military conflict, ignorance, inadequate health facilities, and disease.

All of these factors were examined in October, 1979, at the appropriate level, by the World Health Organization and UNICEF at a special meeting in Geneva. At the conclusion of the meeting, lengthy recommendations were issued not only to industry, but also to governments, medical professionals, consumer groups, and health officials in each country. Nestlé has pledged its immediate and total support of these guidelines, as promised before the meeting, and my company

is now participating in the establishment of an International Code of Marketing which will serve as a model for future use in individual Third World countries. Nestlé will also honor any impartial monitoring system yet to be established.

The groups criticizing my company frequently imply that countless thousands of babies are dying because of Nestlé promotional activities in the Third World, but these critics fail to mention the fact that the infant mortality rate in these countries has fallen dramatically over the past 40 years. Nor do they mention that the World Health Organization and other health authorities have recognized the need for infant formula as a nutritional supplement, or that millions of babies have been saved by these products in the past.

The problem of infant malnutrition has been described by the World Health Organization as one of global proportion and multi-faceted complexity. It can be improved only through the positive and constructive efforts of all concerned. The said truth is that a boycott of Nestlé products would not help one Third World infant receive better nutrition.

Yours truly,
R.H. Peterson
Director, Public Affairs
NESTLÉ ENTERPRISES LIMITED

Editor's Note:

In May, 1980, the World Health Assembly adopted a mandate to draft a marketing and advertising code for infant formula and breast milk substitutes, especially in Third World Countries.

The Director-General of WHO was asked to formulate a code which would govern the advertisement and marketing of breast milk substitutes and artificial baby foods. The code will be presented at the next World Health Assembly in early 1981.

If the code is adopted as a regulation, it will come into force on March 1, 1982. The code will be registered with the United Nations Secretariat as an international agreement. More information will appear in the next issue of the *CHEJ*.

The *CHEJ* welcomes letters from readers. Letters should be brief, must be signed and include writer's address. The *CHEJ* reserves the right to edit letters for length.

Mount Saint Vincent Awarded Grant

Mount Saint Vincent University has been awarded a grant of \$167,358 by the Donner Canadian Foundation for a project aimed at improving the nutritional status of Canadian Indians and Inuit through the development of new products and processes using indigenous foods.

The three-phase project will begin immediately with a certificate and diploma program in foods, nutrition and consumer and family studies. New food products or new methods of packaging and processing indigenous foods will be developed as a means of improving the quality of foods available in the North. The foods — seal, whale, walrus, seaweed and possibly other plants — will be analyzed for nutrient composition as part of the project.

Of key importance will be the collaboration of Northern people in the gathering of information, product development, testing, marketing and disseminating information related to food and its production and distribution in the North. The project will be headed by the university's Home Economics chairman, Dr. Marilyn McDowell, who has a professional background and continuing interest in Northern development.

According to Dr. McDowell, the Donner grant makes available to interested Northerners, an opportunity to enroll in university credit courses in Foods, Nutrition, Family or Consumer Studies and to acquire technical skills in the specialized area of food science and product development. The project will involve exchange of faculty, indigenous researchers, and Northern students between Northern and Southern Canada.

For the Mount and its Home Economics department, developing specialized foods and training programs is the extension of an outreach approach to making the university's resources available to less developed areas.

The funding agency, the Donner Canadian Foundation, was established in 1950 by the late industrialist William H. Donner and has a special interest in supporting programs designed to assist native people. ●

In Memoriam

A Tribute to Ruth Dean



Teachers of Family Studies in Ontario owe a special debt to Miss Charlotte Ruth Dean who died in Toronto on June 2, 1980. Miss Dean's career was one that spanned a period of forty years and a number of different professional roles.

In addition to her major roles as a home economics teacher educator, Miss Dean was a charter and life member of the Canadian Home Economics Association, a life member of the Ontario Education Association, a life member of Family Studies — Home Economics Association of Ontario, as well as a life member of the Canadian Dietetic Association.

In 1920 she graduated from the University of Toronto with a Bachelor of Arts degree in Household Science. She qualified for the High School Assistant's Certificate and the Specialist Certificate in Home Economics at the Ontario College of Education and in 1934 she was awarded a Master of Arts degree from Columbia University, New York.

For nineteen years Miss Dean taught in secondary schools in Ontario. She began her teaching career at Central Technical School in Toronto and resigned in 1925 to become head of the Household Science Department at Kitchener-Waterloo Vocational School. She returned to Central Technical School in 1928 and while there developed a food management diploma

course, commonly called the dietitian's course.

In 1932 she co-authored with Miss Elspeth Middleton a grade nine and ten textbook, *Junior Home Economics*. This approved textbook was used in high school classes for many years. The book proposed the teaching on a family meal basis rather than on the preparation of single serving of a recipe. In January 1939 Miss Dean opened the Home Economics Department at Bloor Collegiate in Toronto.

From 1943 until her retirement in June 1964 she was a professor and chairman of the Home Economics Education Department at the Ontario College of Education, University of Toronto. During this period she had a tremendous influence in developing a dynamic and progressive philosophy of Home Economics Education in Ontario. Miss Dean was a pioneer in developing workshops and courses for home economics teachers. The quality of preparation, philosophy of education and strong professional commitment which her students gained from working with her, were significant influences in the development of home economics in Ontario. In her career she never stopped studying and encouraged her students to do the same.

Miss Ruth Dean was recognized as a teacher with a vision for the future as well as a practical recognition of present concerns of her subject. She exemplified to her students, to the teachers of Ontario, and to the public with whom she came in contact, the highest standards of professionalism and commitment to education. It is with respect and admiration that this tribute is made.

Submitted by
Audrey M. Warner

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The Exhibits Committee is pleased to advise the members of CHEA that the following Companies will be among those exhibiting at the 1981 Conference.

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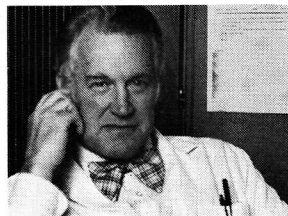


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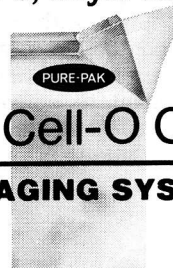
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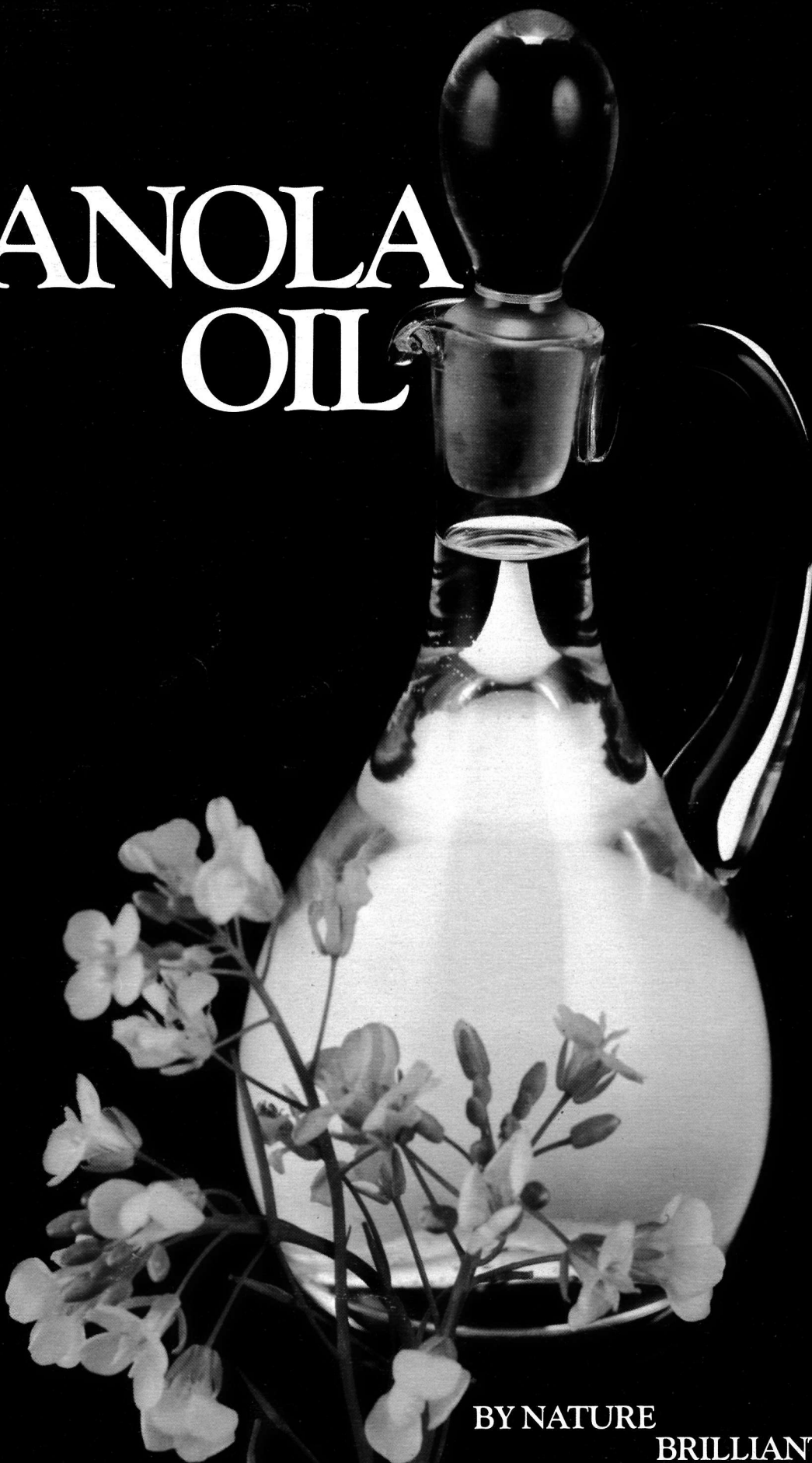
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